

# **DIAGNOSTIC REVIEW REPORT**

**FOR**

## **STUART MIDDLE SCHOOL**

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Louisville, Kentucky  
40272

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## Table of Contents

Introduction to the Diagnostic Review .....	4
Part I: Findings .....	5
Standards and Indicators .....	5
Standard 1: Purpose and Direction .....	6
Standard 2: Governance and Leadership .....	10
Standard 3: Teaching and Assessing for Learning .....	17
Standard 4: Resources and Support Systems .....	32
Standard 5: Using Results for Continuous Improvement .....	38
Part II: Conclusion .....	47
Summary of Diagnostic Review Team Activities .....	47
Overview of Findings .....	48
Standards and Indicators Summary Overview .....	49
Learning Environment Summary .....	52
Improvement Priorities .....	61
Part III: Addenda .....	71
Diagnostic Review Visuals .....	72
2014 Leadership Assessment/Diagnostic Review Addendum .....	76
Diagnostic Review Team Schedule .....	86
About AdvancED .....	91
References .....	92

## **Introduction to the Diagnostic Review**

The Diagnostic Review, a performance driven system, focuses on conditions and processes within a district/school that impact student performance and organizational effectiveness. The power of AdvancED's Diagnostic Review lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

The Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned AdvancED Standards and Indicators. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

The Diagnostic Review team used the AdvancED Standards for Quality Schools and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality.

Using the evidence at their disposal, the Diagnostic Review team arrived at a set of findings contained in this report. The report is presented in three sections: Findings, Conclusion, and Addenda.

## **Part I: Findings**

The Findings section presents the Diagnostic Review team's evaluation of the AdvancED Standards and Indicators. It also identifies effective practices and conditions that are contributing to student success, as well as Opportunities for Improvement identified by the team, observations of the Learning Environment, and Improvement Priorities.

### **Standards and Indicators**

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED's Standards for Quality were developed by a committee comprised of effective educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that ensure excellence and continuous improvement. The standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains an evaluation of each of AdvancED's Standards and Indicators, conclusions concerning school effective practices as well as Opportunities for Improvement related to each of the standards, and a description of the evidence examined by the Diagnostic Review team. Indicators are evaluated and rated individually by the team using a four-level performance rubric. The Standard Performance Level is the average of indicator scores for the standard.

## Standard 1: Purpose and Direction

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that “in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement” and that “...lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning aligned with the institutions’ vision that is supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

<i>Standard 1 – Purpose and Direction</i>	Standard Performance Level
The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	<b>1.3</b>

Indicator		Source of Evidence	Performance Level
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	<ul style="list-style-type: none"> <li>• Documents and artifacts</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Student performance data from 2012 and 2013 School Report Cards</li> <li>• Interviews of students, parents, teachers, and school leadership (e.g., principal, Instructional Leadership Team (ILT), Administrative Leadership Team (ALT), SBDM council)</li> <li>• 2012 KDE Leadership Assessment</li> <li>• ELEOT Classroom Observation data</li> </ul>	1

Indicator		Source of Evidence	Performance Level
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	<ul style="list-style-type: none"> <li>• CASCADE Data</li> <li>• SBDM Policies</li> <li>• Classroom Observations</li> <li>• Interviews of students, parents, teachers, and school leadership (e.g., principal, ILT, ALT, SBDM council)</li> <li>• Documents and artifacts provided</li> <li>• Self-Assessment Executive Summary</li> <li>• Student performance data from 2012 and 2013 School Report Cards</li> <li>• 2012 KDE Leadership Assessment</li> <li>• ELEOT Classroom Observation data</li> </ul>	1
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	<ul style="list-style-type: none"> <li>• CASCADE documentation</li> <li>• School Report Card</li> <li>• CSIP</li> <li>• Teacher Handbook</li> <li>• Self-Assessment</li> <li>• SBDM Policies</li> <li>• Classroom Observations</li> <li>• Parent, student, and teacher interviews</li> </ul>	2

Indicator	Opportunity for Improvement
1.3	<b>Engage in a process to examine the effectiveness of existing improvement planning processes. Use the results of this examination to revise processes which are used continuously to guide and inform changes, modifications, adjustments, etc., at the school, PLC, and classroom levels. Ensure that school leadership requires the use of a documented, systematic, continuous improvement process for improving student learning and the conditions that support learning.</b>
<b>Rationale</b>	

Student Performance Data:

- Student performance data does not suggest that the school has established truly results-driven improvement planning processes that are yielding significant improvement in student performance.
  - The School Report Card for 2012-13 indicates an increase in the Overall Score from 2011-2012. The overall score for 2011-12 was 31.8 and the overall score for 2012-13 was 36.3.
  - Student performance data from the 2012-2013 School Report Card places Stuart Middle School in the 4th percentile of the state, which is an increase from the 1st percentile in 2011-2012.

Classroom Observation Data:

- Classroom observations do not suggest that a culture of continuous learning and improvement focused on improving student achievement is evident at the classroom level. For example:
  - It was evident/very evident in 13% of classrooms that students were provided with opportunities to revise or improve their work based on teacher feedback.
  - It was evident/very evident in 16% of classrooms that students demonstrated an understanding of how their work is assessed.
  - It was evident/very evident in 28% of classrooms that students demonstrated or verbalized an understanding of lessons or content.
  - It was evident/very evident in 18% of classrooms that students responded to teacher feedback to improve their understanding.
  - It was evident/very evident in 33% of classrooms that students were asked or quizzed about their individual progress or learning.
- It was evident/very evident that students were actively engaged in learning activities in only 27% of classrooms. The majority of classrooms used whole-group and teacher-centered lecture which required students to passively listen to the teacher.
  - Students having differentiated/personalized learning opportunities and activities that met their needs received a score of 1.7 on a 4.0 scale.
  - Students being provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs received a score of 1.8 on a 4.0 scale.



- Students having several opportunities to engage in discussions with the teacher and other students received a score of 1.9 on a 4.0 scale.
- The use of technology as a learning tool for students was observed infrequently. The indicator “uses digital tools/technology to conduct research, solve problems, and/or create original works for learning” received a score of 1.2 on a 4.0 scale.
- A number of students exhibited off-task behaviors including talking, failure to follow directions, and failure to complete tasks. The degree to which students knew classroom routines, behavioral expectations, and consequences was evident or very evident in 53% of classrooms.

#### Stakeholder Survey Data:

- 93% of staff agree or strongly agree with the statement, “Our school has a continuous improvement process based on data, goals, actions, and measures for growth.”
- 90% of staff agree or strongly agree with the statement, “Our school uses multiple assessment measures to determine student learning and school performance.”
- 83% of staff agree or strongly agree with the statement, “Our school has a systematic process for collecting, analyzing and using data.”
- 68.75% of parents agree or strongly agree with the statement, “Our school has established goals and a plan for improving student learning,” suggesting that a significant number of parents disagree with or are ambivalent to the existence of this important practice in the school.
- While stakeholders expressed general satisfaction with existing improvement planning processes, student survey data does not suggest that change occurs based upon available data.
- 57% of students indicated that they agreed or strongly agreed with the statement, “All of my teachers change their teaching to meet my learning needs.”
- Stakeholder interviews indicate that the development and implementation of the Comprehensive Improvement Plan (CSIP) has limited impact on improvement in classroom instruction.

#### Documents and Artifacts

- The SBDM council agendas/minutes reflect that assessment data given to the council varies greatly, with some reports containing some detailed information (October 16, 2012), others containing very brief information (October 15, 2013), to times when student assessment information was not provided or discussed at all (December 18, 2012; August 20, 2013). Further, council minutes reflect that when student assessment reports are provided, action centers mostly on reporting with limited evidence that the reports actually inform council decisions.

- The degree to which parents, including parent council members, are engaged in the improvement planning process is limited.
- The notion that the SBDM Council has implemented with fidelity a comprehensive and ongoing school improvement plan, monitored its impact on student learning, and made adjustments as necessary is not evident.

## Standard 2: Governance and Leadership

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of school leadership research, Leithwood & Sun (2012) found that leaders (school and governing boards/authority) can significantly “influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and practices that strengthen school culture and foster collaboration within the organization.” With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their school communities to attain school improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow school leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has leaders who are advocates for the institution’s vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution’s policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

<b><i>Standard 2 – Governance and Leadership</i></b>	<b>Standard Performance Level</b>
The school operates under governance and leadership that promote and support student performance and school effectiveness.	<b>2.0</b>

Indicator		Source of Evidence	Performance Level
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Professional Development Plan</li> <li>• Principal interview</li> <li>• Advisory Council minutes, agenda</li> <li>• Stakeholder survey data</li> <li>• 2012 and 2013 KDE School Report Card</li> <li>• 2012 KDE Leadership Assessment</li> <li>• Artifacts and documents</li> <li>• Stakeholder interviews</li> </ul>	2
2.2	The governing body operates responsibly and functions effectively.	<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Professional Development Plan</li> <li>• Principal interview</li> <li>• Advisory Council minutes, agenda</li> <li>• Stakeholder survey data</li> <li>• 2012 and 2013 KDE School Report Card</li> <li>• 2012 KDE Leadership Assessment</li> <li>• Artifacts and documents</li> <li>• Stakeholder interviews</li> </ul>	2
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Professional Development Plan</li> <li>• Principal interview</li> <li>• Advisory Council minutes, agenda</li> <li>• Stakeholder survey data</li> <li>• 2012 and 2013 KDE School Report Card</li> <li>• 2012 KDE Leadership Assessment</li> <li>• Artifacts and documents</li> <li>• Stakeholder interviews</li> </ul>	3

Indicator		Source of Evidence	Performance Level
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Professional Development Plan</li> <li>• Principal interview</li> <li>• Advisory Council minutes, agenda</li> <li>• Stakeholder survey data</li> <li>• 2012 and 2013 KDE School Report Card</li> <li>• 2012 KDE Leadership Assessment</li> <li>• Artifacts and documents</li> <li>• Stakeholder interviews</li> </ul>	1
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Professional Development Plan</li> <li>• Principal interview</li> <li>• Advisory Council minutes, agenda</li> <li>• Stakeholder survey data</li> <li>• 2012 and 2013 KDE School Report Card</li> <li>• 2012 KDE Leadership Assessment</li> <li>• Artifacts and documents</li> <li>• Stakeholder interviews</li> </ul>	2
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Professional Development Plan</li> <li>• Principal interview</li> <li>• Advisory Council minutes, agenda</li> <li>• Stakeholder survey data</li> <li>• 2012 and 2013 KDE School Report Card</li> <li>• 2012 KDE Leadership Assessment</li> <li>• Artifacts and documents</li> <li>• Stakeholder interviews</li> </ul>	2

Indicator	Opportunity for Improvement
2.1	<b>Develop a process for the SBDM Council to work collaboratively with the administration on a systematic review, revision, and alignment of school policies to support the purpose and direction of the school and the effective operation of the school. Policy review priorities should include: 1) budgeting and fiscal management, 2) professional development, 3) monitoring of effective instruction and assessment practices to ensure equitable and challenging learning experiences for all students, 4) alignment to state law and board of education policies. Ensure that revisions are well communicated to all stakeholders, and that their implementation is monitored and evaluated for their effectiveness in improving student achievement.</b>
Rationale	

Student Performance Data:

- While the school met its Annual Measurable Objectives (AMO) in the 2012-2013 academic year (Goal 32.8, Overall Score 36.3), it did not meet delivery targets in any content areas and did not keep pace with other district and state middle schools. Student performance data suggests that school policies and practices may not be aligned to promoting effective instruction, assessment, and monitoring that produce equitable and challenging learning experiences for all students.

Classroom Observation Data:

- Classroom observations revealed mixed results, which suggests a lack of effective assessment policies and practices that have mechanisms in place for the monitoring of research-aligned instruction. For example, instances in which students were provided exemplars of high quality work were evident/very evident in 9% of classrooms.
- While survey data and stakeholder interviews indicated that the principal and teachers have high expectations for students, classroom observations suggest that this learning condition exists only to a limited degree. The overall rating for the High Expectations Learning Environment was 1.7 on a 4 point scale.
- Classroom observations suggest that students are seldom provided differentiated opportunities and activities to address individual needs. Differentiation practices were not evident in over half the classrooms and partially evident in 20% of classrooms. This descriptor received a rating of 1.7 on a 4 point scale.
- Instances in which students demonstrated that they knew and were striving to meet high expectations established by the teacher were evident/very evident in only 18% of classrooms. This descriptor was rated 1.9 on a 4 point scale.
- The majority of classrooms employed teacher-centered lecture and whole group instruction as primary instructional delivery methods.
- Students seldom had opportunities to learn about their own and others' backgrounds/culture/differences. This descriptor received a rating of 1.4 on a 4 point scale and is indicative of

a whole-group, teacher-centered classroom where lecture is the primary instructional delivery method. Opportunities for students to share or relate learning to their own experiences or work in collaborative groups were infrequent.

Stakeholder interviews, document and artifact review:

- There is no policy regarding the professional growth of staff.

Indicator	Opportunity for Improvement
2.2	Engage all council members in training to better understand their roles and responsibilities with regard to instruction, assessment, curriculum, improvement planning, collection, examination and use of data, student performance results, survey data, etc. Ensure that the training includes conflict resolution, decision-making, supervision and evaluation and fiscal responsibility.
Rationale	

Student Performance Data:

- Data from 2011-2012 and 2012-2013 School Report Cards indicates an increase in the categories of Achievement, Gap, and Growth and a decrease in the category of College/Career Readiness (CCR).

	Achievement		Gap		Growth		CCR	
Year	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13
Points	40.2	45.1	18.7	21.8	42.5	51.2	21.4	20.4
+/-		+4.9		+3.1		+8.7		-1.0

Classroom Observation Data:

- The Equitable Learning Environment received a rating of 1.9 on a 4 point scale and the High Expectations Learning Environment received a rating of 1.7 on a 4 point scale. One of the lowest ratings for the Equitable Learning Environment was for students having differentiated learning opportunities and activities that meet their needs, which was rated 1.7 on a 4 point scale. Among the lowest ratings for the High Expectations Learning Environment was for students being provided exemplars of high quality work, which was rated 1.3 on a 4 point scale.

Stakeholder Survey Data:

- Parent survey results indicate that 59% agree or strongly that the school's governing body operates responsibly and functions effectively.

Stakeholder interviews, document and artifact review:

- The SBDM council agendas/minutes reflect that assessment data given to the council varies greatly, with some reports containing some detailed information (October 16, 2012), others containing very brief information (October 15, 2013), to times when student assessment information was not provided or discussed at all (December 18, 2012; August 20, 2013). Further, council minutes reflect that when student assessment reports are provided, action centers mostly on reporting with limited evidence that the reports actually inform council decisions. The notion that the SBDM Council has implemented with fidelity a comprehensive and ongoing school improvement plan, monitored its impact on student learning, and made adjustments as necessary is not evident.

Indicator	Opportunity for Improvement
2.5	<b>Evaluate the effectiveness of current systems and processes used by the school to engage stakeholders in support of the school's purpose and direction. Use the results of this evaluation to improve stakeholder communication and engagement in shaping decisions, providing feedback to school leaders, working collaboratively on school improvement efforts, and serving in meaningful leadership roles. Execute an immediate plan for school improvement communicated to all stakeholders that is monitored on a monthly basis, revised as needed, and reported monthly to the SBDM council.</b>
<b>Rationale</b>	

Student Performance Data:

- Student performance, which is well below state and district averages and has not improved significantly in the last two years, suggests that the school has not created a strong sense of community, ownership, and responsibility for school success among its stakeholders.
- The school's overall accountability score improved from 31.8 in 2012 to 36.3 in 2013. Similarly, the growth data from School Report Cards shows a 3.7% increase in reading and a 13.6% increase in math from 2011-12 to 2012-13.
- However, the school's reading growth rate was 5.9% below the district and 11.1% below the state. The school's math growth rate was 3.9% below the district and 6.5% below the state.

Stakeholder interviews, document and artifact review:

- The SBDM council agendas/minutes reflect that assessment data given to the council varies greatly, with some reports containing some detailed information (October 16, 2012), others containing very brief information (October 15, 2013), to times when student assessment information was not provided or discussed at all (December 18, 2012; August 20, 2013). Further, council minutes reflect that when student assessment reports are provided, action centers mostly on reporting with limited evidence that the reports actually inform council decisions. The notion that the SBDM Council has implemented with fidelity a comprehensive and ongoing school improvement plan, monitored its impact on student learning, and made adjustments as necessary is not evident.

- The continuous improvement process and ongoing monitoring the council uses to stay informed of the effect of its decisions and policies on student learning was not fully articulated during interviews of SBDM teacher representatives, suggesting nonexistent or incomplete continuous improvement practices.

Indicator	Opportunity for Improvement
2.6	<b>Design, implement, and monitor a staff supervision and evaluation process that will result in improved professional practice and student success. Document that the process is consistently and regularly implemented and that the results are analyzed and used to monitor and adjust professional practice to ensure student learning.</b>
Rationale	

Student Performance Data:

- Student performance data and classroom observation data do not suggest that the current staff supervision and evaluation processes are resulting in systemic improved professional practice and student success needed to meet identified achievement targets.
  - While it is evident that the school's accountability index improved from 2012 to 2013, improvement in the core academic program was small, with the percentage of students scoring at Novice/Apprentice levels ranging from 68.3% in social studies to 81.1% in writing and 81.6% in language mechanics. Additionally, target scores were not achieved for any content area.

Content Area	Percent Novice and Apprentice	
	2011-2012	2012-2013
Reading	79.7%	74.2%
Mathematics	88.1%	82.9%
Science	72.3%	71.1%
Social Studies	74.2%	68.3%
Writing	85.7%	81.1%
Language Mechanics	84.9%	81.6%

Content Area	Target	Actual	+/-
Combined Reading and Math	24.6	21.0	-3.6
Reading	28.5	25.1	-3.4
Math	20.7	16.8	-3.9
Science	34.6	27.4	-7.2
Social Studies	34.0	32.5	-1.5
Writing	22.7	18.7	-4.0

Classroom Observation Data:

- Classroom observations reveal mixed results, suggesting that the existence of effective policies, practices that have mechanisms in place for the monitoring of research-aligned instruction, and formative assessment practices are missing or ineffectively implemented. For example:



- Classroom observations suggest that students are seldom provided differentiated opportunities and activities to address individual needs, resulting in a rating of 1.7 on a 4 point scale.
- Differentiation practices were not evident in over half of the classrooms and only partially evident 20% of classrooms.
- The majority of classrooms employed teacher-centered lecture and whole group instruction as the primary instructional delivery method.
- Students very seldom had opportunities to learn about their own and others' backgrounds/culture/differences, as reflected in this descriptor's rating of 1.4 on a 4 point scale. This rating is likely related to the majority of classrooms using whole-group, teacher-centered lecture as the primary instructional delivery method. Opportunities for students to relate learning to their own experiences or engage in collaborative groups were infrequent.

### **Standard 3: Teaching and Assessing for Learning**

A high-quality and effective system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve to their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics, which include strong communication skills, knowledge of content, and knowledge of how to teach the content. The school's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert et al, 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert et al, 2008). According to Marks, Louis, & Printy (2002), school staff that engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, & Loeb (2010), concluded that leadership in effective schools, "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to

apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

<b>Standard 3 – Teaching and Assessing for Learning</b>	<b>Standard Performance Level</b>
The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	<b>1.5</b>

<b>Indicator</b>		<b>Source of Evidence</b>	<b>Performance Level</b>
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	<ul style="list-style-type: none"> <li>• CSIP</li> <li>• Leadership Addendum</li> <li>• KDE Audit Reports</li> <li>• Leadership Interviews</li> <li>• Standards Presentation</li> <li>• ELEOT Observations</li> <li>• Self-Assessment and Executive Survey</li> <li>• Teacher and Student Interviews</li> <li>• Stakeholder Survey Data</li> <li>• KDE School Report Card</li> <li>• School documents and Artifacts</li> </ul>	1
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	<ul style="list-style-type: none"> <li>• CSIP</li> <li>• Leadership Addendum</li> <li>• KDE Audit Reports</li> <li>• Leadership Interviews</li> <li>• Standards Presentation</li> <li>• ELEOT Observations</li> <li>• Self-Assessment and Executive Survey</li> <li>• Teacher and Student Interviews</li> <li>• Stakeholder Survey Data</li> <li>• KDE School Report Card</li> <li>• School documents and Artifacts</li> <li>• Previous KDE Leadership Assessment</li> </ul>	1

Indicator		Source of Evidence	Performance Level
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<ul style="list-style-type: none"> <li>• CSIP</li> <li>• Leadership Addendum</li> <li>• KDE Audit Reports</li> <li>• Leadership Interviews</li> <li>• Standards Presentation</li> <li>• ELEOT Observations</li> <li>• Self-Assessment and Executive Survey</li> <li>• Teacher and Student Interviews</li> <li>• Stakeholder Survey Data</li> <li>• KDE School Report Card</li> <li>• School documents and Artifacts</li> <li>• Previous KDE Leadership Assessment</li> </ul>	1
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	<ul style="list-style-type: none"> <li>• CSIP</li> <li>• Leadership Addendum</li> <li>• KDE Audit Reports</li> <li>• Leadership Interviews</li> <li>• Standards Presentation</li> <li>• ELEOT Observations</li> <li>• Self-Assessment and Executive Survey</li> <li>• Teacher and Student Interviews</li> <li>• Stakeholder Survey Data</li> <li>• KDE School Report Card</li> <li>• School documents and Artifacts</li> <li>• Previous KDE Leadership Assessment</li> </ul>	2

Indicator		Source of Evidence	Performance Level
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	<ul style="list-style-type: none"> <li>• CSIP</li> <li>• Leadership Addendum</li> <li>• KDE Audit Reports</li> <li>• Leadership Interviews</li> <li>• Standards Presentation</li> <li>• ELEOT Observations</li> <li>• Self-Assessment and Executive Survey</li> <li>• Teacher and Student Interviews</li> <li>• Stakeholder Survey Data</li> <li>• KDE School Report Card</li> <li>• School documents and Artifacts</li> <li>• Previous KDE Leadership Assessment</li> </ul>	2
3.6	Teachers implement the school's instructional process in support of student learning.	<ul style="list-style-type: none"> <li>• CSIP</li> <li>• Leadership Addendum</li> <li>• KDE Audit Reports</li> <li>• Leadership Interviews</li> <li>• Standards Presentation</li> <li>• ELEOT Observations</li> <li>• Self-Assessment and Executive Survey</li> <li>• Teacher and Student Interviews</li> <li>• Stakeholder Survey Data</li> <li>• KDE School Report Card</li> <li>• School documents and Artifacts</li> <li>• Previous KDE Leadership Assessment</li> </ul>	1

Indicator		Source of Evidence	Performance Level
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	<ul style="list-style-type: none"> <li>• CSIP</li> <li>• Leadership Addendum</li> <li>• KDE Audit Reports</li> <li>• Leadership Interviews</li> <li>• Standards Presentation</li> <li>• ELEOT Observations</li> <li>• Self-Assessment and Executive Survey</li> <li>• Teacher and Student Interviews</li> <li>• Stakeholder Survey Data</li> <li>• KDE School Report Card</li> <li>• School documents and Artifacts</li> <li>• Previous KDE Leadership Assessment</li> </ul>	2
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	<ul style="list-style-type: none"> <li>• CSIP</li> <li>• Leadership Addendum</li> <li>• KDE Audit Reports</li> <li>• Leadership Interviews</li> <li>• Standards Presentation</li> <li>• ELEOT Observations</li> <li>• Self-Assessment and Executive Survey</li> <li>• Teacher and Student Interviews</li> <li>• Stakeholder Survey Data</li> <li>• KDE School Report Card</li> <li>• School documents and Artifacts</li> <li>• Previous KDE Leadership Assessment</li> </ul>	1

Indicator		Source of Evidence	Performance Level
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	<ul style="list-style-type: none"> <li>• CSIP</li> <li>• Leadership Addendum</li> <li>• KDE Audit Reports</li> <li>• Leadership Interviews</li> <li>• Standards Presentation</li> <li>• ELEOT Observations</li> <li>• Self-Assessment and Executive Survey</li> <li>• Teacher and Student Interviews</li> <li>• Stakeholder Survey Data</li> <li>• KDE School Report Card</li> <li>• School documents and Artifacts</li> <li>• Previous KDE Leadership Assessment</li> </ul>	2
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	<ul style="list-style-type: none"> <li>• CSIP</li> <li>• Leadership Addendum</li> <li>• KDE Audit Reports</li> <li>• Leadership Interviews</li> <li>• Standards Presentation</li> <li>• ELEOT Observations</li> <li>• Self-Assessment and Executive Survey</li> <li>• Teacher and Student Interviews</li> <li>• Stakeholder Survey Data</li> <li>• KDE School Report Card</li> <li>• School documents and Artifacts</li> <li>• Previous KDE Leadership Assessment</li> </ul>	2

Indicator		Source of Evidence	Performance Level
3.11	All staff members participate in a continuous program of professional learning.	<ul style="list-style-type: none"> <li>• CSIP</li> <li>• Leadership Addendum</li> <li>• KDE Audit Reports</li> <li>• Leadership Interviews</li> <li>• Standards Presentation</li> <li>• ELEOT Observations</li> <li>• Self-Assessment and Executive Survey</li> <li>• Teacher and Student Interviews</li> <li>• Stakeholder Survey Data</li> <li>• KDE School Report Card</li> <li>• School documents and Artifacts</li> <li>• Previous KDE Leadership Assessment</li> </ul>	2
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	<ul style="list-style-type: none"> <li>• CSIP</li> <li>• Leadership Addendum</li> <li>• KDE Audit Reports</li> <li>• Leadership Interviews</li> <li>• Standards Presentation</li> <li>• ELEOT Observations</li> <li>• Self-Assessment and Executive Survey</li> <li>• Teacher and Student Interviews</li> <li>• Stakeholder Survey Data</li> <li>• KDE School Report Card</li> <li>• School documents and Artifacts</li> <li>• Previous KDE Leadership Assessment</li> </ul>	1

Indicator	Opportunity for Improvement
3.4	Design and implement new monitoring, supervision, and evaluation procedures and practices that are 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.
Rationale	

Student Performance Data:

- Student performance data does not suggest that the school has established effective practices for monitoring, supervising, and evaluating the quality of classroom instruction.
  - 2012-13 K-PREP scores indicate a significant number of students are scoring below proficiency:

Content Area	Percent Novice and Apprentice	
	2011-2012	2012-2013
Reading	79.7%	74.2%
Mathematics	88.1%	82.9%
Science	72.3%	71.1%
Social Studies	74.2%	68.3%
Writing	85.7%	81.1%
Language Mechanics	84.9%	81.6%

- Based on the most recent K-PREP scores, the school ranks in the 4<sup>th</sup> percentile of all Kentucky middle schools. Previous K-PREP scores ranked the school in the 1<sup>st</sup> percentile of all Kentucky middle schools.

Classroom Observation Data:

- Classroom observation data (included elsewhere in this report) does not suggest that highly effective instructional practices are being systematically implemented across the school to ensure all students have equitable access to challenging learning experiences leading to next level preparedness. For example:
  - Instances in which students were asked and responded to questions that required higher order thinking (e.g., applying, evaluating, synthesizing) were evident/very evident in 22% of classrooms.
  - Instances in which students were engaged in rigorous coursework, discussions, and/or tasks were evident/very evident in 13% of classrooms.
  - Instances in which students were tasked with activities and learning that were challenging but attainable were evident/very evident in 27% of classrooms.



Stakeholder Survey Data:

- Staff survey data indicates the school has a system for evaluating teachers that includes the use of supervisory feedback to improve instruction.
  - 88% of staff indicated that they agree or strongly agree with the statement, “Our school’s leaders regularly evaluate staff members on criteria designed to improve teaching and learning.”
  - Similarly, 88% agree or strongly agree with the statement, “Our school’s leaders ensure all staff members use supervisory feedback to improve student learning,” suggesting that systems are in place to guide and inform teachers about areas for individual improvement.

Stakeholder Interviews:

- Procedures to monitor and measure the effectiveness of the professional development program in improving teacher professional practice and student achievement are not apparent.
- The current administration is implementing strategies to monitor instructional practice at least three days per week. However, this monitoring is in the early stages of development and focused on compliance with procedural requirements more than quality of instruction. Therefore, the extent to which processes and systems are in place to provide for continuous quality monitoring, including monitoring for instructional effectiveness, is limited.

Indicator	Opportunity for Improvement
3.5	<b>Design and implement new policies and practices focused on improving the effectiveness of the Professional Learning Community framework used by the school. Use district and KDE resources to provide professional development, create more effective monitoring practices, refine expectations for teachers and PLC leaders, and better define processes used to examine student work and analyze performance data.</b>
Rationale	

Student Performance Data:

- Performance data does not suggest that the school’s professional learning community framework is effective in improving professional practice leading to higher levels of teacher effectiveness and student success.
  - 2012-13 K-PREP scores indicate a significant number of students are scoring below proficiency:
    - 74.2% scored Novice/Apprentice in reading
    - 82.9% scored Novice/Apprentice in math
    - 71.1% scored Novice/Apprentice in science
    - 68.3% scored Novice/Apprentice in social studies
    - 76.6% scored Novice/Apprentice in 6<sup>th</sup> grade writing
    - 85.5% scored Novice/Apprentice in 8<sup>th</sup> grade writing

- 2013 EXPLORE scores indicate students are not prepared for the next level and are not achieving at levels that will ensure College and Career Readiness:
  - 37% met EXPLORE benchmarks in English
  - 15.5% met EXPLORE benchmarks in reading
  - 10% met EXPLORE benchmarks in math
  - 6% met EXPLORE benchmarks in science

Classroom Observation Data:

- ELEOT classroom observation data (provided elsewhere in this report) does not reveal that the school has established processes through the PLC framework that are resulting in the systematic implementation of highly effective instructional strategies and approaches in all classrooms.

Stakeholder Survey Data:

- Staff survey data suggests that the professional learning community framework has been established and that it is focused on improvement in student performance.
  - 81% of staff agree or strongly agree with the statement, “All teachers in our school have been trained to implement a formal process that promotes discussion about student learning,” suggesting that the staff is satisfied with the professional development provided to support the PLC processes.
  - Similarly, 82% of staff agree or strongly agree with the statement, “All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas,” suggesting that the PLC framework is well-established.

Stakeholder interviews, document and artifact review:

- According to leadership and teacher interviews, the school has a system in place for teachers to meet in professional learning communities, but it is newly implemented and not fully functioning.

Indicator	Opportunity for Improvement
3.7	<b>Design and implement mentoring and coaching programs to support the systematic implementation of highly effective instructional strategies across the school. Ensure that these programs are 1) consistent with the school’s values and beliefs about teaching and learning, 2) are guided by valid and reliable measures of performance, and 3) set high expectations for school personnel.</b>
Rationale	

Student Performance Data:

- Performance data does not suggest that the school has been successful in using mentoring, coaching and induction programs that result in the systematic implementation of highly effective instructional practices in all classrooms.

- Data from 2011-2012 and 2012-2013 School Report Cards indicates an increase in the categories of Achievement, Gap, and Growth and a decrease in the category of College/Career Readiness.

	Achievement		Gap		Growth		CCR	
Year	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13
Points	40.2	45.1	18.7	21.8	42.5	51.2	21.4	20.4
+/-		+4.9		+3.1		+8.7		-1.0

- Additionally, while gains in content areas are noted, performance data listed below does not suggest that the school has established processes and systems that provide coaching for all teachers, thus ensuring highly effective instructional strategies are implemented systematically across the school. Furthermore, when compared to all Kentucky middle schools for the 2012-13 academic year, the percent of students scoring at Proficient or Distinguished levels at Stuart is less than half of the Proficient/Distinguished level percentage for the state in almost every content area (Reading – Stuart 25.8, State 51.0; Mathematics – Stuart 17.1, State 40.7; Science – Stuart 28.9, State 61.2; Social Studies – Stuart 31.8, State 59.2; Writing – Stuart 18.8, State 43.4; Language Mechanics – Stuart 18.4, State 43.8).

READING - Performance Level															
Percent Novice			Percent Apprentice			Percent Proficient			Percent Distinguished			Percent Proficient /Distinguished			
SM	D	St	SM	D	St	SM	D	St	SM	D	St	SM	D	St	
11-12	54.9	39.1	28.9	24.8	23.2	24.3	16.1	24.3	30.1	4.2	13.5	16.7	20.3	37.7	46.8
12-13	49.7	35.6	25.0	24.5	22.5	23.9	21.0	28.9	35.0	4.8	13.0	16.1	25.8	41.8	51.0
Diff	-5.2	-3.5	-3.9	-0.3	-0.7	-0.4	4.9	4.6	4.9	0.6	-0.5	-0.6	5.5	4.1	4.2
MATHEMATICS - Performance Level															
11-12	51.2	31.7	21.2	36.9	35.8	38.2	11.2	24.5	31.0	0.8	8.1	9.6	12.0	32.5	40.6
12-13	36.0	25.4	16.7	46.9	41.6	42.6	15.7	25.6	32.4	1.4	7.4	8.3	17.1	33.0	40.7
Diff	-15.2	-6.3	-4.5	10.0	5.8	4.4	4.5	1.1	1.4	0.6	-0.7	-1.3	5.1	0.5	0.1
SCIENCE - Performance Level															
11-12	32.6	20.0	10.8	39.7	32.9	27.5	21.5	34.6	44.1	6.2	12.5	17.7	27.8	47.2	61.8
12-13	26.6	19.1	9.9	44.5	35.8	28.8	26.6	34.0	42.1	2.3	11.1	19.1	28.9	45.1	61.2
Diff	-6.0	-0.9	-0.9	4.8	2.9	1.3	5.1	-0.6	-2.0	-3.9	-1.4	1.4	1.1	-2.1	-0.6
SOCIAL STUDIES - Performance Level															
11-12	23.3	16.7	10.4	50.9	35.9	31.1	20.9	33.0	40.1	4.8	14.4	18.5	25.8	47.4	58.6
12-13	22.3	17.2	9.9	46.0	35.3	30.9	29.4	37.8	45.0	2.4	9.8	14.3	31.8	47.5	59.2
Diff	-1.0	0.5	-0.5	-4.9	-0.6	-0.2	8.5	4.8	4.9	-2.4	-4.6	-4.2	6.0	0.1	0.6
WRITING - Performance Level															
11-12	27.3	18.6	14.2	58.4	50.2	44.4	13.6	27.6	34.9	0.7	3.7	6.5	14.4	31.2	41.4
12-13	24.9	18.6	13.2	56.2	47.1	43.4	17.3	29.6	36.4	1.5	4.6	6.9	18.8	34.3	43.4

Diff	-2.4	0.0	-1.0	-2.2	-3.1	-1.0	3.7	2.0	1.5	0.8	0.9	0.4	4.4	3.1	2.0
<b>LANGUAGE MECHANICS - Performance Level</b>															
11-12	62.3	45.8	34.2	22.6	24.5	27.4	11.0	19.1	24.3	4.1	10.6	14.2	15.1	29.7	38.4
12-13	61.7	41.6	32.9	19.9	22.1	23.2	12.8	18.4	21.1	5.6	17.9	22.8	18.4	36.3	43.8
Diff	-0.6	-4.2	-1.3	-2.7	-2.4	-4.2	1.8	-0.7	-3.2	1.5	7.3	8.6	3.3	6.6	5.4

SM = Stuart Middle      D = District      St = State

#### Classroom Observation Data:

- Classroom observation data does not suggest that the school has established processes and practices that ensure highly effective instructional strategies that are systematically implemented in all classrooms. For example:
  - Students had differentiated learning opportunities and activities that met their needs in 20% of classrooms.
  - Students demonstrated that they knew and were striving to meet high expectations established by the teacher in 18% of classrooms.
  - Students were tasked with activities and learning that were challenging but attainable in 27% of classrooms.
  - Students were engaged in rigorous coursework, discussions, and/or tasks in 13% of classrooms.
  - Students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs in 25% of classrooms.
  - Students were actively engaged in learning activities in 27% of classrooms.

#### Stakeholder Survey Data:

- Teacher survey data indicated that 91.9% of teachers in the school feel there is a formal process in place to support new staff members in their professional practice.

#### Stakeholder interviews, document and artifact review:

- Stakeholder interviews, documentation, and artifacts indicate that the school has implemented a formal mentoring process for new teachers. This process does not include instructional coaching and does not extend to other teachers with a need for support. The current process does not yet include a method for monitoring effectiveness and/or the impact on student achievement.
- The high turnover rate among teachers was noted by parents, teachers, and the leadership team.

#### Other pertinent information:

- Leadership interviews indicated that increased support is needed for teachers' instructional and classroom management processes in order to accelerate student learning.
- Multiple sources of information indicate that a coaching and mentoring program is not in place at the school and that teacher turnover rates have not been lowered.

Indicator	Opportunity for Improvement
3.9	Enhance the school's "Respectful, Accountable, Powerful Spartans" (RAPS) structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience ensuring long-term interaction with individual students, allowing the students' advocates to build strong relationships.
Rationale	

Classroom observations:

- Classroom observations completed during the RAPS sessions revealed a wide array of activities. In some classrooms teachers had planned activities appropriate for soliciting information from students that would provide for ongoing teacher/student mentoring. In other classrooms students talked informally with one another while the teacher had little to no interaction with them.

Stakeholder Survey Data:

- Survey data, while general favorable, does not suggest systematic implementation of an adult advocacy program.
  - 65% of students agree or strongly agree with the statement, "My school makes sure there is at least one adult who knows me well and shows interest in my education and future," suggesting that more than one-third of the students do not agree with this statement.
  - 62% of parents agree or strongly agree with the statement, "My child has at least one adult advocate in the school."
  - 73% of staff agree or strongly agree with the statement, "In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience."

Stakeholder interviews, document and artifact review:

- Interviews indicate that the RAPS program is increasing the personal interaction between teachers and students.

Other pertinent information:

- The Self-Assessment rated the statement "The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience" at a level 2, suggesting that school personnel understand that many students do not have a formal, school-based advocate.
- There is not a clearly defined process and protocol for monitoring the effectiveness of the school's RAPS period. The program provides significant opportunities for ensuring students are well-known by at least one adult advocate in the school, providing support structures for mentoring, and holding advisor/advisee meetings designed to build positive relationships with students.

Opportunity for Improvement	
3.10	Implement a school-wide grading and reporting system based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. Ensure that policies, processes and procedures are effectively communicated to all stakeholders and are formally and regularly evaluated for their effectiveness in improving student performance.
Rationale	

Student Performance Data:

- The school's retention rate was 0.2% for 2011-12 and 0.8% for 2012-13. When the retention rate is compared to multiple student performance data sets, it seems to suggest that the grading policy does not require attainment of grade-level content knowledge.
- Student performance data does not suggest that grading practices and policies are aligned to the rigorous coursework and high expectations of a standards-based curriculum. Performance data in general does not indicate that the vast majority of students are being provided equitable and challenging learning opportunities leading to next level success.
  - 2012-13 K-PREP scores indicate a significant number of students are scoring below proficiency:
    - 74.2% scored Novice/Apprentice in reading
    - 82.9% scored Novice/Apprentice in math
    - 71.1% scored Novice/Apprentice in science
    - 68.3% scored Novice/Apprentice in social studies
    - 76.6% scored Novice/Apprentice in 6<sup>th</sup> grade writing
    - 85.5% scored Novice/Apprentice in 8<sup>th</sup> grade writing

Classroom observations:

- Classroom observations indicate a variety of classroom grading systems were posted by teachers.

Stakeholder Survey Data:

- Stakeholder survey data suggests general satisfaction with the school's current grading and reporting policies and practices.
  - 81% of staff agree or strongly agree with the statement, "In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting," suggesting that approximately 20% of stakeholders may not perceive that they are informed of grading/reporting policies, processes, and procedures.
  - 63% of parents agree or strongly agree with the statement "All of my child's teachers help me to understand my child's progress," suggesting that 37% of parents are either ambivalent toward or do not agree that this practice is consistent across the school.

- 78% of students indicated that they agree or strongly agree with the statement, “All of my teachers fairly grade and evaluate my work.”

Stakeholder interviews, document and artifact review:

- Stakeholder interviews, documents, and artifacts indicate there is a district grading scale to determine what letter grade is assigned based on a percentage of students’ mastery on classroom assessments. This evidence also indicates that grades must come from a list of assessment tools. However, which assessment tools and the percentage each assessment category count towards the summative grade vary between grades, teams, and classrooms.
- Stakeholder interviews and documentation suggest that there is no formal process for evaluation of grading policies, processes, and procedures.
- Interviews further reveal that grading in the school is not based solely upon content knowledge and skills, but also includes participation grades in some classrooms.

Indicator	Opportunity for Improvement
3.11	<b>Evaluate the effectiveness of processes and procedures used by the school to deliver professional development of teachers and staff. Use the results of this evaluation to re-design and implement a program of continuous professional development that 1) is based on an assessment of student and school needs, 2) builds measurable capacity among teachers and staff, and 3) is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</b>
Rationale	

Student Performance Data:

- Student performance data suggest that the degree to which the school’s professional development program is resulting in improved instructional practice and increased student learning is limited.
  - 2012-13 K-PREP scores indicate a significant number of students are scoring below proficiency:
    - 74.2% scored Novice/Apprentice in reading
    - 82.9% scored Novice/Apprentice in math
    - 71.1% scored Novice/Apprentice in science
    - 68.3% scored Novice/Apprentice in social studies
    - 76.6% scored Novice/Apprentice in 6<sup>th</sup> grade writing
    - 85.5% scored Novice/Apprentice in 8<sup>th</sup> grade writing

Classroom observations:

- ELEOT classroom observation data (presented elsewhere in this report) does not suggest that the school has developed processes for improving teacher effectiveness through the systematic

use of research-aligned instructional practices. For example:

- Instances in which students had differentiated learning opportunities and activities that meet their needs were evident/very evident in 20% of classrooms.
- Instances in which students were engaged in rigorous coursework, discussions, and/or tasks were evident/very evident in 13% of classrooms.
- Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs were evident/very evident in 25% of classrooms.
- Instances in which students were actively engaged in learning activities were evident/very evident in 27% of classrooms.

Stakeholder interviews, document and artifact review:

- Leadership interviews indicate that there are abundant professional learning opportunities. However, there is not a process for ensuring that new learning from professional development is impacting student achievement.
- Teacher interviews suggest that there are sufficient professional development opportunities, but they are not always focused on improving student learning and specific needs of individual teachers.

## Standard 4: Resources and Support Systems

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, 2003) “demonstrated a strong relationship between resources and student success...both the level of resources and their explicit allocation seem to affect educational outcomes.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The institution employs and allocates staffs who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

<b><i>Standard 4 – Resources and Support Systems</i></b>	<b>Standard Performance Level</b>
The school has resources and provides services that support its purpose and direction to ensure success for all students.	<b>2.4</b>



Indicator		Source of Evidence	Performance Level
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	<ul style="list-style-type: none"> <li>• SBDM hiring policy</li> <li>• Stakeholder surveys</li> <li>• Budget reports</li> <li>• CSIP</li> <li>• Highly qualified staff report</li> </ul>	2
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	<ul style="list-style-type: none"> <li>• Bell schedule</li> <li>• School calendar</li> <li>• Budget reports</li> <li>• Staff interviews</li> <li>• Classroom observations</li> </ul>	3
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	<ul style="list-style-type: none"> <li>• Stakeholder surveys</li> <li>• CSIP</li> <li>• Drill records</li> <li>• Teacher and administrator interviews</li> </ul>	2
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	<ul style="list-style-type: none"> <li>• Stakeholder surveys</li> <li>• CSIP</li> <li>• Library procedures</li> <li>• Teacher interviews</li> <li>• Technology Plans</li> <li>• ELEOT observation visits</li> </ul>	2
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	<ul style="list-style-type: none"> <li>• Tech plans</li> <li>• Stakeholder surveys</li> <li>• Self-assessment</li> <li>• Teacher interviews</li> <li>• ELEOT</li> </ul>	3
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	<ul style="list-style-type: none"> <li>• Stakeholder surveys</li> <li>• CSIP</li> <li>• Self-assessment</li> <li>• Teacher Interviews</li> <li>• Interview with Youth Service Center Coordinator</li> </ul>	2
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	<ul style="list-style-type: none"> <li>• Stakeholder surveys</li> <li>• CSIP</li> <li>• Teacher Interviews</li> <li>• YSC Coordinator Interview</li> <li>• Examination of documentation in the Youth Service Center</li> </ul>	3

Indicator	Opportunity for Improvement
4.1	Ensure that clearly defined policies, processes, and procedures are in place to help ensure that qualified professional and support staff is sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, educational program, and continuous improvement.
Rationale	

Student performance data and stakeholder surveys:

- While 89.36% of staff members and 69.73% of parents agree or strongly agree with the statement, "Our school provides qualified staff members to support learning," the 2012-2013 School Report Card reflects that none of the delivery targets were met.

Content Area	Target	Actual	+/-
Combined Reading and Math	24.6	21.0	-3.6
Reading	28.5	25.1	-3.4
Math	20.7	16.8	-3.9
Science	34.6	27.4	-7.2
Social Studies	34.0	32.5	-1.5
Writing	22.7	18.7	-4.0

- The Student Performance data above suggests that either the number of qualified professional and support staff needed to ensure student success is not present, the number of staff is sufficient but the effectiveness of many staff is insufficient, or some combination of the two.

Stakeholder interviews:

- In interviews, the school's administrative team and central office personnel reported that the school determines the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement.
- In interviews, most teachers felt that the school had sufficient professional and support staff to support the school's purpose, direction, and educational program.
- While the principal was pleased to report the recent improvements realized in student performance data, she also shared a number of initiatives that she has recently implemented (e.g., refocusing of PLCs on student learning, moving assistant principal responsibilities from managerial to instructional, targeted walkthroughs). These initiatives reflect a sense of urgency by the principal. However, this same sense of urgency was generally not demonstrated by other stakeholders, with the majority focusing on the 4.5 point increase in AMO.
- The principal reported the high turnover rate among teachers negatively impacted the school's ability to ensure that qualified professional and support staff is sufficient.

Document and artifact review:

- Review of the SBDM Consultation Policy, Highly Qualified Staff report, and Budget reports for 2011-12, 2012-13, and 2013-14 indicate that fiscal resources are used to fund most positions critical to achieve the purpose and direction of the school. However, in an interview the

principal indicated that 8 of 11 new hires held alternative certification. The school continues to rank near the bottom of all Kentucky middle schools.

Indicator	Opportunity for Improvement
4.3	<b>Develop processes that will allow for the continuous tracking of conditions that ensure the school is safe, clean, and is providing a healthy environment for all students and staff. Further develop improvement plans to be implemented by appropriate personnel to continuously improve conditions that contribute to a safe, clean and healthy learning environment.</b>
Rationale	

Stakeholder Survey Data:

- Stakeholder survey data, while generally favorable, reveals mixed perceptions with regard to building safety, cleanliness, etc.
  - 89.36% of staff members agree or strongly agree with the statement, “Our school maintains facilities that contribute to a safe environment.”
  - 69% of parents indicated that they agree or strongly agree with the statement, “Our school provides a safe learning environment.”
  - 60% of students indicated that they agree or strongly agree with the statement, “In my school, the building and grounds are safe, clean, and provide a healthy place for learning,” suggesting that roughly 40% of students do not perceive that this favorable condition exists in the school.

Stakeholder interviews, document and artifact review:

- Interviews with teachers reveal that while they know the maintenance department meets on a regular basis to set up cleaning schedules and take care of facility problems, they are not aware of a formal plan being developed to monitor these conditions and communicate them to stakeholders.
- Interviews and documentation did not reveal that the school had 1) developed clear definitions and expectations for maintaining a safe, clean, and healthy environment, 2) communicated these definitions/expectations to stakeholders, 3) established a school culture in which all school personnel and students were accountable for maintaining the expectations, 4) developed valid measures to allow for continuous tracking of these conditions, 5) developed and implemented improvement plans to continuously improve conditions.

Other pertinent information:

- Records of safety drills (fire drills, lockdown drills, tornado drills, etc.) are up-to-date and kept by administrative staff in the office.
- Even though the building is several years old, the hallways and lockers appeared in good shape. Maintenance staff members were observed cleaning restrooms and hallways at multiple times throughout the day during the Review Team’s visit.

- School staff requires all visitors to enter through the front entrance and sign in at the main office.

Indicator	Opportunity for Improvement
4.4	<b>Develop, implement, and monitor a plan whereby the abundant technology resources are used more for student-centered inquiry and less for teacher-centered lectures.</b>
Rationale	

Classroom Observation Data:

- While all classrooms are equipped with SMART boards and clicker systems, classroom observations suggest that student use of technology in the classroom happens very infrequently. The Digital Learning Environment received a rating of 1.2 on a 4.0 scale. Components of this environment include the following:
  - Instances in which students used digital tools or technology to gather, evaluate, and/or use information for learning were evident/very evident in 5% of classrooms.
  - Instances in which students used digital tools or technology to conduct research, solve problems, and/or create original works for learning were evident/very evident in no classrooms.
  - Instances in which students used digital tools or technology to communicate and work collaboratively for learning were evident/very evident in 4% of classrooms.

Stakeholder Survey Data:

- 76.6% of teachers, 75% of students, and 64.57% of parents agree or strongly agree with the statement, "Our school provides a variety of information resources to support student learning." These rates of agreement indicate that a significant portion of stakeholders (25% or more) do not perceive that learning is being supported by student use of resources.

Stakeholder interviews, document and artifact review:

- Teacher and staff interviews indicate that while the classrooms are equipped with multiple forms of technology and resources, there are few instances of student use of the equipment during classroom instruction.
- During interviews with the leadership team it was noted that classroom sets of clickers had been purchased and could be used for formative assessments. However, in classroom observations the actual use of clickers was virtually nonexistent.

Indicator	Opportunity for Improvement
4.6	<b>Communicate to all stakeholders the support services available to meet the physical, social, and emotional needs of the student population and develop a process for monitoring and evaluating the effectiveness of the programs offered.</b>
Rationale	

Middle school students have a number of physical, social, and emotional needs that often impact student learning. The degree to which these needs are met is manifested in a number of ways, including student performance data.

Stakeholder Survey Data and Student Performance Data:

- 78.2% of staff, 67.99% of students, and 65.38% of parents agreed or strongly agreed with the statement, “Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).” 21.28% of staff, 32.01% of students, and 34.62% of parents did not agree/strongly agree with this statement, indicating they were less confident in the quality of support services provided.
- Student performance data from the 2012-2013 School Report Card places Stuart Middle School in the 4th percentile of the state, which is an increase from the 1st percentile in 2011-2012.
- The percentage of students meeting benchmarks in each subject area at Stuart Middle School is significantly below the percentage of students meeting benchmarks across the state.

Percent Meeting EXPLORE Benchmark										
	English		Reading		Math		Science		Total Points	
Year	State	School	State	School	State	School	State	School	State	School
%	66.0	35.4	41.6	16.1	33.9	9.8	19.3	7.7	47.2	20.4
+/-		-30.6		-25.5		-24.1		-11.6		-26.8

Stakeholder interviews, document and artifact review:

- An interview with the Youth Service Center Director, pamphlets distributed by the YSC, and teacher interviews revealed that the school offers a number of programs designed to assist in meeting the physical, social, and emotional needs of the students. These programs include Back-to-School nights, bully prevention programs, counselors from Seven Counties Services, two in-house therapists two days a week, Peer Mediation, and referrals to outside social services agencies.
- Stakeholder interviews reveal that school personnel:
  - provide or coordinate programs to meet the needs of students
  - evaluate all programs
  - implement improvement plans related to these programs to meet the needs of students
- No evidence exists that the school is measuring or evaluating program effectiveness.
- The school scored itself as a 2 on indicator 4.6, which agrees with the Diagnostic Review team’s findings.

Other pertinent information:

- The school has 2 full-time counselors in place to serve the physical, social, and emotional needs of all students. Student enrollment is currently 1079. In interviews, counselors indicated that the high student-counselor ratio of 540 to 1 makes it difficult to meet the needs of all students.

- ILPs are developed during the 6<sup>th</sup> grade year and revised in the 7<sup>th</sup> and 8<sup>th</sup> grade years. The fact that only 2 counselors conduct the entire process suggests that the ILPs are more of a compliance piece than a viable career planning tool.

## **Standard 5: Using Results for Continuous Improvement**

Systems with strong improvement processes are moving beyond anxiety about the current reality and focusing on priorities and initiatives for the future. Using results, that is, data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, & Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky et al., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making; (2) establishing a culture of data use and continuous improvement; (3) investing in an information management system; (4) selecting the right data; (5) building school capacity for data-driven decision making; and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

<b><i>Standard 5 – Using Results for Continuous Improvement</i></b>	<b>Standard Performance Level</b>
The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.	<b>2</b>

Indicator		Source of Evidence	Performance Level
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	<ul style="list-style-type: none"> <li>• Data Analysis Policy</li> <li>• Assessment Plan</li> <li>• Flashbacks Documentation</li> <li>• Proficiency Analysis Sheets</li> <li>• Comprehensive School Improvement Plan</li> <li>• ILT Minutes</li> <li>• 30-60-90 Plan</li> <li>• PDSA Documents</li> <li>• Winter Assessment Report</li> <li>• ACT Data</li> <li>• Apprentice PUSH* documents</li> <li>• Tuning Teams* documents</li> <li>• Professional Learning Communities Protocol</li> <li>• Cascade Assessment System</li> </ul>	2
5.2	Professional and support staffs continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	<ul style="list-style-type: none"> <li>• Data Analysis Policy</li> <li>• Assessment Plan</li> <li>• Flashbacks Documentation</li> <li>• Proficiency Analysis Sheets</li> <li>• Comprehensive School Improvement Plan</li> <li>• ILT Minutes</li> <li>• 30-60-90 Plan</li> <li>• PDSA Documents</li> <li>• Winter Assessment Report</li> <li>• ACT Data</li> <li>• Apprentice PUSH Documents</li> <li>• Tuning Teams Documents</li> <li>• Professional Learning Communities Protocol</li> <li>• SBDM Agendas/Minutes</li> </ul>	2

Indicator		Source of Evidence	Performance Level
5.3	Professional and support staffs are trained in the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>• Data Analysis Policy</li> <li>• Assessment Plan</li> <li>• Flashbacks Documentation</li> <li>• Proficiency Analysis Sheets</li> <li>• Comprehensive School Improvement Plan</li> <li>• ILT Minutes</li> <li>• 30-60-90 Plan</li> <li>• PDSA Documents</li> <li>• Winter Assessment Report</li> <li>• ACT Data</li> <li>• Apprentice PUSH Documents</li> <li>• Tuning Teams Documents</li> <li>• Professional Learning Communities Protocol</li> <li>• SBDM Agenda/Minutes</li> </ul>	2
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	<ul style="list-style-type: none"> <li>• Data Analysis Policy</li> <li>• Assessment Plan</li> <li>• Flashbacks Documentation</li> <li>• Proficiency Analysis Sheets</li> <li>• Comprehensive School Improvement Plan</li> <li>• ILT Minutes</li> <li>• 30-60-90 Plan</li> <li>• PDSA Documents</li> <li>• Winter Assessment Report</li> <li>• ACT Data</li> <li>• Apprentice PUSH Documents</li> <li>• Tuning Teams Documents</li> <li>• Professional Learning Communities Protocol</li> </ul>	2



Indicator		Source of Evidence	Performance Level
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	<ul style="list-style-type: none"> <li>• Data Analysis Policy</li> <li>• Assessment Plan</li> <li>• Flashbacks Documentation</li> <li>• Proficiency Analysis Sheets</li> <li>• Comprehensive School Improvement Plan</li> <li>• ILT Minutes</li> <li>• 30-60-90 Plan</li> <li>• PDSA Documents</li> <li>• Winter Assessment Report</li> <li>• ACT Data</li> <li>• Apprentice PUSH Documents</li> <li>• Tuning Teams Documents</li> <li>• Professional Learning Communities Protocol</li> <li>• SBDM Agendas/Minutes</li> </ul>	2

\*PUSH - a program the school started to give students who tested at the Apprentice level for math and/or reading additional support in order to bring their score(s) up to the Proficient level

\*Tuning Teams – teams that analyze and provide item analysis of student data

Indicator	Opportunity for Improvement
5.1/5.2	Develop a systematic process for continuous improvement and learning that uses reliable and bias free data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. This process should include analysis of trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs and the conditions that support learning. Ensure that the school's assessment system is evaluated regularly to confirm its effectiveness in guiding decision-making at the classroom and school level.
Rationale	

#### Student Performance Data

- Student performance data does not suggest that the school has established systems and processes for the systematic collection, analysis, and use of data to improve student performance.
- The 2012-2013 School Report Card indicates that approximately 74.2% of students are performing below the Proficient level in reading and 82.9% of students are performing below the Proficient level in math.

- The school's overall accountability score improved from 31.8 in 2012 to 36.3 in 2013. Similarly, the growth data from School Report Cards show a 3.7% increase in reading and a 13.6% increase in math from 2011-12 to 2012-13. However, the reading growth rate was 5.9% below the district rate and 11.1% below the state rate. The math growth rate was 3.9% below the district rate and 6.5% below the state rate.
- A comparison of gap data from 2011-2012 and 2012-2013 School Report Cards indicates a 3% increase in reading and a 3.8% increase in math for students scoring at Proficient or Distinguished levels for the non-duplicated gap group. The percentage of students scoring at the Novice level in math was reduced by 14.7%. The percentage of students scoring at the Novice level in reading was reduced by 5.3%.
- A comparison of non-duplicated gap group data for students scoring at Proficient or Distinguished levels shows an increase of 4.6% in social studies, a 1.1% increase in science, and 4.5% decrease in writing from 2011-2012 to 2012-2013.
- College and Career Readiness (CCR) accountability is derived from the percentage of accountable students who meet benchmarks on EXPLORE in English, reading, and math. A comparison of CCR percentages on the 2011-2012 and 2012-2013 School Report Cards indicates a decrease in the total weighted score from 3.4 to 3.3. The percentage of students meeting benchmarks increased slightly from 35.3% to 35.4% in English, decreased from 19.3% to 16.1% in reading, and increased slightly from 9.7% to 9.8% in math. Although science scores are not included in accountability, the percentage of students meeting science benchmarks increased from 4.2% to 7.7%.

#### Stakeholder Survey Data:

- Staff surveys indicate that 100% of staff agree or strongly agree and 94.29% of teachers agree or strongly agree with the statement, "The school uses multiple assessment measures to determine student learning and school performance," suggesting that the faculty and staff are highly satisfied with the current processes for measuring and monitoring student learning and school effectiveness.
- Staff surveys report that 100% of staff agree or strongly agree and 88.58% of teachers agree or strongly agree with the statement, "The school employs consistent assessment measures across classrooms and courses."
- Staff surveys indicate that 100% of staff agree or strongly agree and 94.29% of teachers agree or strongly agree with the statement, "The school uses multiple assessment measures to determine student learning and school performance," suggesting that the faculty and staff are well satisfied with current processes for measuring and monitoring student learning and school effectiveness.
- Staff surveys report that 100% of staff agree or strongly agree and 88.58% of teachers agree or strongly agree with the statement, "The school employs consistent assessment measures across classrooms and courses."

Stakeholder interviews, document and artifact review:

- Staff interviews consistently revealed that school leaders are beginning to be present in professional learning communities, analyze multiple data sources, conduct classroom visits, and create protocols for data analysis at the classroom level. However, there is uncertainty regarding the process by which administrators utilize these data sources to improve student learning and the conditions that support it.
- A document review revealed that the school's CSIP and 30-60-90 Day Plan do not appear to be connected to student learning or learning condition data sources.
- The SBDM council agendas/minutes reflect that assessment data given to the council varies greatly, with some reports containing some detailed information (October 16, 2012), others containing very brief information (October 15, 2013), to times when student assessment information was not provided or discussed at all (December 18, 2012; August 20, 2013). Further, council minutes reflect that when student assessment reports are provided, action centers mostly on reporting with limited evidence that the reports actually inform council decisions. The notion that the SBDM Council has implemented with fidelity a comprehensive and ongoing school improvement plan, monitored its impact on student learning, and made adjustments as necessary is not evident.
- The continuous improvement process and ongoing monitoring the council uses to stay informed of the effect its decisions and policies are having on student learning was not fully articulated during interviews of SBDM teacher representatives, indicating nonexistent or incomplete continuous improvement practices.

Indicator	Opportunity for Improvement
5.3	<b>Design a professional development system to equip staff to evaluate, interpret, and use data as part of a rigorous system for continuous improvement and learning.</b>
Rationale	

A direct link between professional development, improved instructional practices, and increased student learning was not obvious in student performance data, classroom observations, or stakeholder interviews.

Student Performance Data:

- The school's accountability performance for 2011-2012 puts the school in the 1<sup>st</sup> percentile among all Kentucky middle schools. For 2012-2013 the school was in the 4<sup>th</sup> percentile for all Kentucky middle schools. While this change is reflective of improvement, it is not reflective of implementation of a rigorous system for continuous improvement.

Classroom Observation Data:

- The average overall score for the Progress Monitoring and Feedback Environment was 1.8, suggesting that teachers are not using assessment data consistently to inform instruction. It was evident/very evident that students had opportunities to revise/improve their work in 14% of classrooms.

Stakeholder Survey Data:

- Survey data suggest that teachers and staff are generally satisfied with existing processes for improving instruction.
  - 2013 TELL Survey Data indicates that 94% of teachers agree with the statement, “Teachers use assessment data to inform their instruction.”
  - 91% of teachers agree with the statement, “In our school, all staff members participate in continuous professional learning based on identified needs of the school.”

Stakeholder interviews, document and artifact review:

- Teacher interviews and review of documentation suggest that current leadership has recently begun a process of school wide and job-embedded professional development on formative assessment, learning targets, and Response to Intervention.
- Both the principal and teachers noted that the high teacher turnover rate negatively impacts student learning.
- Teachers indicated little linkage between their individual growth plans and required professional development.
- School leadership and teachers reported that PLCs had not been effective in improving student performance and teacher professional practice. PLCs are being refocused on student learning.

Indicator	Opportunity for Improvement
5.4	<b>Revise policies and develop procedures that clearly define and describe a process for analyzing data that determines verifiable improvement in student learning. Ensure that school personnel in partnership with SBDM council systematically and consistently use the results of this process to design, implement, and evaluate the effectiveness of continuous improvement action plans including readiness for and success at the next level.</b>
Rationale	

Student Performance Data:

- 2013 EXPLORE scores indicate students are not prepared for the next level and are not achieving at levels that will ensure College and Career Readiness:
  - 37% met EXPLORE benchmarks in English
  - 15.5% met EXPLORE benchmarks in reading
  - 10% met EXPLORE benchmarks in math
  - 6% met EXPLORE benchmarks in science

Stakeholder Survey Data:

- Student survey data indicate that 88.23% of sixth-grade students, 80.84% of seventh-grade students, and 70.48% of eighth-grade students agree or strongly agree with the statement, “My school prepares me for success in the next school year.”
- Parent survey data states that 66.46% of parents agree with the statement, “My child is prepared for success in the next school year,” meaning over one-third of parents surveyed either disagreed with or were indifferent to the statement.
- Staff survey data report that 87.5% of support staff and 88.57% of teachers agree or strongly agree with the statement, “Our school uses data to monitor student readiness and success at the next level.”
- Staff survey data also indicate that 87.5% of support staff and 85.72% of teachers agree with the statement, “Our school leaders monitor data related to student achievement,” suggesting that the school’s monitoring process is unclear to about 15% of staff.

Stakeholder interviews, document and artifact review:

- Teacher interviews consistently suggested that evaluation of student data, including readiness for the next level, does not inform the improvement planning process. Teacher interviews also indicated that most believe that the PLC protocols that have recently been implemented will result in instructional changes to better address the academic needs of students.
- The SBDM council agendas/minutes reflect that assessment data given to the council varies greatly, with some reports containing some detailed information (October 16, 2012), others containing very brief information (October 15, 2013), to times when student assessment information was not provided or discussed at all (December 18, 2012; August 20, 2013). Further, council minutes reflect that when student assessment reports are provided, action centers mostly on reporting with limited evidence that the reports actually inform council decisions. The notion that the SBDM Council has implemented with fidelity a comprehensive and ongoing school improvement plan, monitored its impact on student learning, and made adjustments as necessary is not evident.
- The continuous improvement process and ongoing monitoring the council uses to stay informed of the effect its decisions and policies are having on student learning was not fully articulated during interviews of SBDM teacher representatives, indicating nonexistent or incomplete continuous improvement practices.

Indicator	Opportunity for Improvement
5.5	<b>Develop and implement a systematic process to monitor and communicate comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to all stakeholders through multiple delivery methods.</b>
Rationale	

Stakeholder Survey Data:

- Parent surveys results report that 63.81% agree or strongly agree with the statement, “The school ensures that all staff members monitor and report the achievement of school goals,” suggesting that nearly 40% of parents disagree with or are indifferent to this statement. 66.35% of parents agree or strongly agree with the statement, “My child has administrators and teachers that monitor and inform me of his/her learning progress,” indicating that over one-third of the parents surveyed are indifferent to or disagree with this statement.
- Student survey results indicate that 73.93% of sixth-grade students, 72.73% of seventh-grade students and 52.59% of eighth-grade students agree or strongly agree that the “school shares information about school success with my family and community members,” suggesting that a substantial number of students are indifferent to or disagree with this statement. Also, 73.79% of sixth-grade students, 67.44% of seventh-grade students, and only 45.41% of eighth-grade students agree with the statement, “The school considers students’ opinions when planning ways to improve the school,” indicating that a large percentage of students are indifferent or disagree with this statement.

Stakeholder interviews, document and artifact review:

- Staff interviews consistently revealed that school leaders are beginning to be present in professional learning communities, analyze multiple data sources, conduct classroom visits, and create protocols for data analysis at the classroom level. However, there is uncertainty regarding the process by which administrators use these data sources to improve student learning and the conditions that support it.
- Student, staff, and parent interviews indicated that school leaders do not communicate the school’s improvement goals to all stakeholders.
- School leaders and teachers indicated that they kept stakeholders up-to-date via electronic communication, but the percentage of homes that have access to the internet or email was not clear. Additionally, the school’s website is out of date. As of the date of the Diagnostic Review, the website listed a previous interim principal. The only SBDM minutes posted on the website were dated August 30, 2012.

## Part II: Conclusion

### Summary of Diagnostic Review Team Activities

In off-site work sessions, the Diagnostic Review team examined artifacts and evidence provided by the institution. During the on-site portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted observations.

- The Advanced Diagnostic Review team was composed of 8 educators representing the perspectives of school and system practitioners, classroom teachers, parents, and college/university educators.
- On the first day of the review, school was closed because of inclement weather. Nevertheless, the principal and other administrators came to school and made a formal presentation about the school focusing on recent improvements, 2012 Leadership Assessment deficiencies, and future plans.
- Representatives from Stuart Middle School completed the Self-Assessment, Executive Summary, Student Performance Diagnostic, Stakeholder Feedback Diagnostic, KDE Needs Assessment, and Missing Piece Diagnostic. In addition, the school provided the team with documents and artifacts to support the indicator ratings of the Self-Assessment.
- The school also conducted surveys of staff (55), students (723), and parents (338). Survey results were used to triangulate indicator ratings. The number in parenthesis indicates the number of respondents for each group.
- In general, administrators, staff, parents, and students were candid in their interviews with the team.

Stuart Middle School and school leaders carried out the Internal Review process as directed and in keeping with the developed timeline. The Diagnostic Review team conducted interviews with:

Stakeholder Group	Number of Participants
School Leaders*	12
Advisory Council Members	8
Teachers and Support Personnel	17
Parents and Community Members	4
Students	31
<b>TOTAL</b>	<b>72</b>

\*School leaders include principal, assistant principals, assistant superintendent, evaluation and transition coordinator, and education recovery staff.

The Diagnostic Review team also conducted classroom observations in 55 classrooms using the Effective Learning Environment Observation Tool (ELEOT).

Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Standards and Indicators.

## Overview of Findings

The current leadership of Stuart Middle School has an emerging vision to move the culture of the system toward a pursuit of school improvement within the efforts of strategic planning. In an effort to empower all teachers as important decision makers, leadership has ensured that every teacher is a member of a SBDM Committee with assigned roles and adopted norms for the committee. Leadership has also incorporated all team leaders and department chairs as part of the Instructional Leadership team. The Instructional Leadership team has developed a mission statement and adopted the Plan-Do-Study-Act (PDSA) process to guide their work. The school's SBDM has all role groups represented, but they continue to struggle in their efforts to increase parental involvement.

An equally important component to the school improvement process is for current leadership to continue to build understanding and support for the school's direction among all stakeholders, ensure two way communication, develop systems to monitor the results of improvement initiatives, and make necessary changes to encourage progress toward school targets and ultimately increase student performance.

The leadership of Stuart Middle School has the task of making certain instruction meets the learning needs of all students. While efforts have been made toward that goal and are in the early stages of development, there were inconsistencies observed regarding rigorous, student-centered instruction. In some classrooms, learning was mostly characterized by teacher-driven instruction and relatively low-level learning tasks with few opportunities for student choice or differentiation. These inconsistencies reveal an opportunity for the school's leadership to engage in more intentional efforts to regularly monitor and evaluate classroom instruction and provide specific coaching and feedback to all teachers.

While the principal has led collaborative efforts to establish school wide expectations for student behavior through structures such as the Instructional Leadership Team, VITAL (Student Response Team), Teachers Addressing Behavior (TAB) procedures, and the development of a document describing consistent behavior expectations, the principal must ensure that these efforts are implemented with fidelity, monitored for effectiveness, and ensure that the collective behavior program(s) used within the school are a unified effort for all stakeholders. All staff must be held accountable for faithfully implementing common behavior expectations and ensuring that all students understand behavior expectations as a unified, school wide effort.

Stuart Middle School Leadership continues to drive efforts to establish improved parent/school relationships. Intentional efforts to involve representatives from a variety of stakeholder groups (e.g., parents, families, teachers, community members, business leaders) and to encourage family engagement and partnership toward collaborative school improvement efforts are in the early development stage. While the Instructional Leadership Team did attend the Missing Piece training sessions and created a plan to implement the skills learned at that training, it is imperative that all stakeholders assist with the building, implementation, and the communication of the plan as a united voice for all students and unifying parents as educational partners.

The principal and SBDM Council should establish a process and protocol to routinely gather multiple data points of student achievement for continuous progress monitoring checks. Data sets about classroom practices should also be collected and all data should be intentionally analyzed for trends and patterns for individual teachers and the faculty overall. A structure for mentoring and coaching teachers with areas of growth should be further developed. This structure should include clear, detailed, and collaboratively-developed plans for ensuring teachers are trained and supported to analyze student data



and differentiate instruction. The principal and school council must collaboratively take steps to ensure that teachers maximize data analysis for planning and decision making concerning adjusting instructional practice.

The Opportunities for Improvement and Improvement Priorities should not be seen as an indictment of the school's efforts, but as a roadmap to build upon the work that has been done thus far.

## Standards and Indicators Summary Overview

<b><i>Standard 1 – Purpose and Direction</i></b>
<ul style="list-style-type: none"><li>• The mission of Stuart Middle School is to give every child, every opportunity, every day to be successful. The mission and vision statements, shared values and beliefs, and interviews suggest that the mission statement refers more to behavior than academics.</li></ul>
<ul style="list-style-type: none"><li>• Guiding documents do not appear to provide direction as to how the school is using their mission statement to improve student achievement.</li></ul>
<ul style="list-style-type: none"><li>• The school's Self-Assessment overall rating for Standard 1 was 1.67 and agreed with the team's findings that no formalized process to review, revise, or communicate a school purpose exists. Stakeholders are rarely asked for input regarding the purpose of the school.</li></ul>
<ul style="list-style-type: none"><li>• The school's formal statement of purpose and direction to give every child, every opportunity, every day to be successful does not align with classroom observations.</li></ul>
<ul style="list-style-type: none"><li>• Using the Effective Learning Environment Observation Tool (ELEOT), the school received overall ratings of 1.9 in Equitable Learning, 1.9 in Active Learning, 1.7 in High Expectations, and 2.0 in Supportive Learning (using a 4 point scale). These ratings indicate a disconnect between the stated purpose of giving every child, every opportunity, every day to be successful and actual teaching and learning at the school. Additionally, observations revealed that differentiated learning experiences were not observed in classrooms 61% of the time.</li></ul>
<ul style="list-style-type: none"><li>• The need exists to create formalized policies to regularly review the school's purpose and direction statement and develop a process by which all stakeholder groups are meaningfully and regularly engaged in that review.</li></ul>
<ul style="list-style-type: none"><li>• A review of the school's 2013-2014 Comprehensive School Improvement Plan reveals that although the school rates itself as Novice in meaningful parent involvement, it has identified strategies to develop a systematic way of informing parents about academic and school improvement goals by 06/04/2014. Nevertheless, the effectiveness of the school's counseling, assessment, referral, educational and career planning services, and programs and opportunities in the school for students' physical, social, and emotional needs must be addressed. A process to examine the extent to which the school is addressing physical, social, and emotional needs of students was not documented.</li></ul>
<ul style="list-style-type: none"><li>• The process by which school personnel determine and evaluate the counseling, assessment, referral, and educational needs of all students is unclear.</li></ul>

### ***Standard 2 – Governance and Leadership***

- There is limited evidence that the SBDM Council has continuing discussion on school improvement activities or next steps to support the school improvement efforts. Council members interviewed did note that data was reported at some SBDM meetings. However, it is unclear how that data were used to inform decisions on professional practice and/or intentional tiered interventions to support/enhance student achievement.
- The School rated themselves at a Novice level for this standard, stating that the council does not encourage parent participation on SBDM committees or in school planning.
- SBDM policies have been reviewed by district level personnel to ensure that policies comply with KRS requirements. However, the policies fall short of ensuring needed improvement and guidance in meeting the academic needs and goals of all students.
- The degree to which the school operates under governance and leadership that intentionally and specifically promotes, supports, and intentionally monitors continuous student performance and/or school effectiveness is not documented.
- The degree to which a connection exists between SBDM policies and decision-making that supports instructional practice, student achievement, and the school's stated purpose and direction is not yet apparent. Teacher SBDM representatives could not communicate a continuous improvement process used to monitor effective instruction and/or the teaching and learning environment and its impact on student achievement.

### ***Standard 3 – Teaching and Assessing for Learning***

- The extent to which the school and administration has processes and a system in place to provide for continuous quality monitoring, including monitoring for instructional effectiveness, is limited.
- Performance data and observations strongly suggest that a continuous monitoring system is needed both school wide and at the classroom level.
- Documentation as well as interviews with the professional staff reveals that the degree to which data are used at the school and classroom levels to drive decision-making is not consistently apparent.
- While the school does report a significant reduction in suspensions, interviews consistently expressed that the current discipline program is not fully implemented with fidelity and is uniformly considered to need improvement.
- The school has an abundance of staff to help achieve success, and also has abundant support from district and KDE personnel.
- Faculty interviews suggest that they see potential in the new principal to become a leader of school improvement.
- Based on teacher and leadership interviews, the professional learning communities that are being implemented are felt to have much potential to improve instruction and student learning.
- There is plentiful data on student learning which is in the early stages of being examined in PLCs and by administration. However, data is not being analyzed to a degree that would help create an intentional plan to impact instruction and address individual student needs.
- Documents and interviews indicate parent involvement is low.
- While K-PREP scores improved between the 2012 and 2013 assessments, the school still ranks at the 4th percentile.

### ***Standard 3 – Teaching and Assessing for Learning***

- PLCs are being implemented and are seen as a tool for school improvement by the faculty. Expanding and monitoring the work of the PLCs in the areas of data analysis for instructional impact and addressing individual student learning needs will lead to improved instruction and achievement.

### ***Standard 4 – Resources and Support Systems***

- The school was rewired to address technology dead spots that were preventing effective technology use in the classrooms.
- Classrooms contain a wide range of media and technology including clickers, SMART Boards, and other digital tools to support needs of the students. Teachers have completed professional development focusing on ways to incorporate technology into instruction. Knowledgeable personnel who can provide support and assistance with technology are in place. Nevertheless, teachers' full use of technology to enhance and enrich learning experiences for students is sporadic. Classroom observation data reflect that student use of technology in the classroom happens infrequently, with the Digital Learning Environment receiving a score of 1.2 on a 4 point scale.
- Even though the YSC coordinator conducts group sessions designed to help students deal with the unique needs of middle school students, the student/counselor ratio of approximately 540 to 1 is much higher than what is suggested for best practice. Compounding this situation is the issue of assigning counselors to non-counseling duties (e.g., monitoring of the cafeteria).
- A review of documents (e.g., Self-Assessment workbook, CSIP), artifacts (e.g., SBDM council minutes), and stakeholder interviews provided insufficient information regarding the process by which school personnel determine and evaluate the counseling, assessment, referral, and educational needs of all students. Similarly, a process to examine the extent to which the school is addressing physical, social, and emotional needs of students was not clearly documented.
- Cleanliness and general upkeep of the building was observed by all team members. Further, the process to ensure daily upkeep of the school was well documented.

### ***Standard 5 – Using Results for Continuous Improvement***

- Stuart Middle School administers formative and summative assessments as well as walkthroughs to monitor student learning and learning conditions, but there is no systematic process to cyclically use the data for continuous improvement.
- Teachers use data walls to communicate student progress on formative and summative assessments. Student voice and input is not systemically collected to gauge learning conditions.
- Protocols are present for data analysis and next steps (PDSA, Proficiency Analysis sheets, flashbacks), but it is unclear how leadership monitors the use of data analysis to change instruction in all classrooms.
- The degree to which there are intentional strategies/systems in place to ensure student readiness at the next level is not evident.
- The degree to which gap data from EXPLORE, as well as other data, are used to inform decision-making to ensure individual interventions, intentional scheduling, and/or the impact on changing professional practice to support teaching and learning is unclear.

### ***Standard 5 – Using Results for Continuous Improvement***

- It is unclear what data (specifically learning conditions and school improvement goals) are being analyzed by the leadership team, how often and in what manner the results of this analysis are communicated, and what expectations for next steps are set by leadership.
- A review of artifacts, documentation, and interviews revealed that staff members have been trained in data analysis and protocols. However, the degree to which the staff is assessed and held accountable in the use of data analysis to drive differentiated decision-making and professional practice within classrooms is unclear and is not documented for monitoring of impact on student achievement.
- The degree to which the SBDM Council is involved in the continuous improvement process and regular monitoring for continuous improvement is not documented.

### **Learning Environment Summary**

During the on-site review, members of the Diagnostic Review team evaluated the learning environment by observing classrooms and general operations of the institution. Using data from these observations, the team assessed the quality of instruction and learning that took place classified around seven constructs or environments.

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (ELEOT) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

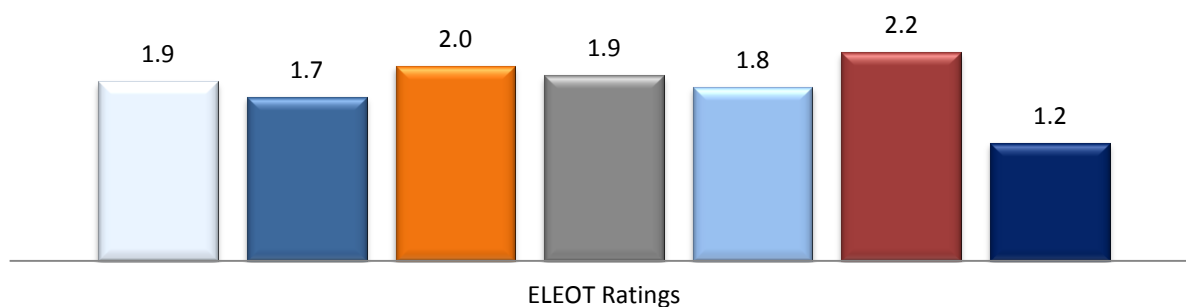
Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Diagnostic Review team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4 point scale with 4=very evident, 3=evident, 2=somewhat evident, and 1=not observed.

The results of the 55 classroom observations the team conducted using the ELEOT provided insights into teaching and learning in classrooms across the school. However, school leaders are encouraged to engage in a more comprehensive analysis of the Effective Learning Environments Observation data.

The team used these results to confirm, refute, substantiate, and/or validate data gathered from other sources including reports, interviews, meeting minutes, surveys, and resource materials.

## Overall ELEOT Rating

- A. Equitable Learning
- B. High Expectations
- C. Supportive Learning
- D. Active Learning
- E. Progress Monitoring
- F. Well-Managed Learning
- G. Digital Learning



<b>A. Equitable Learning Environment</b>						
<b>Indicators</b>	<b>Average</b>	<b>Description</b>	<b>Not Observed</b>	<b>Partially Observed</b>	<b>Evident</b>	<b>Very Evident</b>
A.1	<b>1.7</b>	Has differentiated learning opportunities and activities that meet her/his needs	60%	20%	15%	5%
A.2	<b>2.3</b>	Has equal access to classroom discussions, activities, resources, technology, and support	24%	31%	40%	5%
A.3	<b>2.2</b>	Knows that rules and consequences are fair, clear, and consistently applied	31%	22%	44%	4%
A.4	<b>1.4</b>	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/ differences	69%	22%	9%	0%
<b>Overall rating on a 4 point scale:</b>			<b>1.9</b>			

### Equitable Learning Environment Analysis

- Classroom observations suggest that students are seldom provided differentiated opportunities and activities to address individual needs, rated at 1.7 on a 4 point scale. Differentiation of instruction was evident/very evident in 20% of classrooms. Differentiation practices were not evident in 60% of the classrooms and only partially evident in 20% of classrooms. The majority of classrooms were employing teacher-centered lecture and whole group instruction as the primary instructional delivery method.
- Students having equal access to classroom discussions, activities, resources, technology, and support was very evident in 5% of the classrooms and evident in 40% of classrooms. This component received a rating of 2.3 on a 4.0 scale, which was the highest in this environment.
- In the approximately half of the classrooms (48%) the students knew that rules and consequences were fair, clear, and consistently applied. However, in 17 classrooms (31%) observers noted inconsistent application of the classroom rules, which resulted in students acting out in ways that were not conducive to learning.
- Since the majority of classrooms used whole-group, teacher-centered lecture as the instructional delivery method, students seldom had opportunities to learn about their own and others' backgrounds/culture/differences, rated 1.4 on a 4 point scale.

<b>B. High Expectations</b>						
<b>Indicators</b>	<b>Average</b>	<b>Description</b>	<b>Not Observed</b>	<b>Partially Observed</b>	<b>Evident</b>	<b>Very Evident</b>
B.1	<b>1.9</b>	Knows and strives to meet the high expectations established by the teacher	33%	49%	16%	2%
B.2	<b>1.9</b>	Is tasked with activities and learning that are challenging but attainable	36%	36%	25%	2%
B.3	<b>1.3</b>	Is provided exemplars of high quality work	76%	15%	7%	2%
B.4	<b>1.7</b>	Is engaged in rigorous coursework, discussions, and/or tasks	40%	47%	11%	2%
B.5	<b>1.7</b>	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	53%	25%	20%	2%
<b>Overall rating on a 4 point scale:</b>			<b>1.7</b>			

### High Expectations Learning Environment Analysis

- Survey data from the staff, parents, and students indicate that the faculty holds high expectations for students. However, interviews with stakeholders were mixed with some saying that teachers held high expectations for students while other stakeholders stated that students were often able to play games, sleep, or simply not pay attention in class. Classroom observations reflected that high expectations established by the teacher were not observed in 33% of classrooms and partially observed in 49% of classrooms.
- Similarly, observations revealed that activities and learning that were challenging but attainable were evident/very evident in 27% of classrooms.
- Exemplars being used as part of lesson delivery to effectively communicate learning expectations were rated 1.3 on a 4 point scale. The use of exemplars was evident/very evident in only 9% of classrooms.
- Student engagement in rigorous coursework, discussions, and/or tasks was evident/very evident in 13% of classrooms, meaning that in the majority of the classrooms rigor was either only partially observed (47%) or not observed at all (40%).
- Questioning that required students to use higher-order thinking skills was evident/very evident in 22% of classrooms.

<b>C. Supporting Learning</b>						
<b>Indicators</b>	<b>Average</b>	<b>Description</b>	<b>Not Observed</b>	<b>Partially Observed</b>	<b>Evident</b>	<b>Very Evident</b>
C.1	<b>2.1</b>	Demonstrates or expresses that learning experiences are positive	27%	44%	25%	4%
C.2	<b>2.1</b>	Demonstrates positive attitude about the classroom and learning	29%	36%	31%	4%
C.3	<b>1.9</b>	Takes risks in learning (without fear of negative feedback)	33%	42%	24%	2%
C.4	<b>2.3</b>	Is provided support and assistance to understand content and accomplish tasks	20%	31%	47%	2%
C.5	<b>1.8</b>	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	44%	31%	25%	0%
<b>Overall rating on a 4 point scale:</b>			<b>2.0</b>			

### Supportive Learning Environment Analysis

- The Supportive Learning Environment received a rating of 2.0 on a 4 point scale, which was the second highest rating out of the seven learning environments.
- Instances in which students demonstrated a positive attitude about the classroom and learning were rated 2.1 on a 4 point scale. Observers noted that the level of student compliance varied widely from teacher to teacher. Positive student attitudes were evident/very evident in 35% of classrooms.
- Instances in which students were observed taking risks in learning (without fear of negative feedback), such as in questioning and class discussions, received a rating 1.9 on a 4 point scale. This indicator was evident/very evident in 26% of classrooms and not observed at all in 33% of classrooms.
- It was evident/very evident that students were provided support and assistance to understand content and accomplish tasks in 49% of classrooms. This indicator received a rating of 2.3 on a 4 point scale, making it the highest rated in the Supportive Learning Environment.
- There was evidence that students were provided additional or alternative instruction and feedback at the appropriate level of challenge in only one out of every four classrooms, suggesting that differentiation of instruction to meet the needs of individual students was minimal.



<b>D. Active Learning</b>						
<b>Indicators</b>	<b>Average</b>	<b>Description</b>	<b>Not Observed</b>	<b>Partially Observed</b>	<b>Evident</b>	<b>Very Evident</b>
D.1	<b>1.9</b>	Has several opportunities to engage in discussions with teacher and other students	40%	36%	22%	2%
D.2	<b>2.0</b>	Makes connections from content to real-life experiences	35%	38%	24%	4%
D.3	<b>2.0</b>	Is actively engaged in the learning activities	25%	47%	27%	0%
<b>Overall rating on a 4 point scale:</b>		<b>1.9</b>				

### Active Learning Environment Analysis

- Opportunities for students to engage in discussions with the teacher and other students were evident/very evident in 24% of classrooms and not observed at all in 40% of classrooms. Instructional delivery focused mostly on teacher lecture is reflected in this indicator's 1.9 rating.
- Students making connections to real-life experiences were evident/very evident in 28% of classrooms and not observed in 35% of classrooms.
- Active student engagement was not observed at all in one out of four classrooms and partially observed in 47% of classrooms. Student participation was generally passive. Teacher-centered instruction was the primary mode of instructional delivery, with minimal opportunities for student problem-solving, investigative research, or student-led inquiry.

<b>E. Progress Monitoring</b>						
<b>Indicators</b>	<b>Average</b>	<b>Description</b>	<b>Not Observed</b>	<b>Partially Observed</b>	<b>Evident</b>	<b>Very Evident</b>
E.1	<b>2.0</b>	Is asked and/or quizzed about individual progress/learning	38%	29%	31%	2%
E.2	<b>1.7</b>	Responds to teacher feedback to improve understanding	45%	36%	18%	0%
E.3	<b>2.0</b>	Demonstrates or verbalizes understanding of the lesson/content	31%	42%	24%	4%
E.4	<b>1.8</b>	Understands how her/his work is assessed	40%	44%	16%	0%
E.5	<b>1.7</b>	Has opportunities to revise/improve work based on feedback	49%	38%	11%	2%
<b>Overall rating on a 4 point scale:</b>		<b>1.8</b>				

### Progress Monitoring Learning Environment Analysis

- An overall rating of 1.8 for the progress monitoring environment suggests that opportunities for formative assessment are unplanned or used infrequently. It was evident that students were asked and/or quizzed about individual progress or learning in 33% of classrooms and very evident in 2% of classrooms. In 38% of the classrooms there were no observed instances of students being asked about their progress or learning.
- Students responding to teacher feedback to improve their own understanding were not observed in 45% of classrooms and were evident in 18% of classrooms. This indicator received a rating of 1.7 on a 4 point scale. The infrequency of student response to teacher feedback suggests minimal or infrequent formative assessment. Students were not given chances to demonstrate or verbalize understanding of the lesson or content in 31% of classrooms. It was evident/very evident that students were given demonstrated or verbalized understanding of the lesson or content in 28% of classrooms.
- It was evident/very evident in 16% of classrooms that students understood how their work was assessed, partially observed in 44% of classrooms, and not observed at all in 40% of classrooms.
- Opportunities for students to revise or improve their work based on feedback were evident/ very evident in 13% of classrooms and not observed in 49% of classrooms.

<b>F. Well-Managed Learning</b>						
<b>Indicators</b>	<b>Average</b>	<b>Description</b>	<b>Not Observed</b>	<b>Partially Observed</b>	<b>Evident</b>	<b>Very Evident</b>
F.1	<b>2.4</b>	Speaks and interacts respectfully with teacher(s) and peers	22%	27%	42%	9%
F.2	<b>2.3</b>	Follows classroom rules and works well with others	22%	36%	31%	11%
F.3	<b>2.3</b>	Transitions smoothly and efficiently to activities	29%	24%	38%	9%
F.4	<b>1.6</b>	Collaborates with other students during student-centered activities	60%	25%	13%	2%
F.5	<b>2.4</b>	Knows classroom routines, behavioral expectations and consequences	22%	25%	44%	9%
<b>Overall rating on a 4 point scale:</b>		<b>2.2</b>				

### Well-Managed Learning Environment Analysis

- Well-Managed Learning Environment ranks the highest of the seven environments with an overall rating of 2.2 on a 4 point scale. It was evident/very evident that students spoke and interacted respectfully with teachers and peers in 51% of classrooms.
- In 42% of the classrooms it was evident/very evident that students followed classroom rules and worked well with others. Teacher interviews revealed that lack of consistent management of student behavior plans between teams and grade levels was problematic, creating some confusion and uncertainty among students as they move from one grade or team to the next.
- Smooth transition from one activity to another was evident or very evident in 47% of classrooms and not observed in 29% of classrooms. It was also noted that when students transitioned from one classroom to another, some groups of students moved quietly and efficiently from one classroom to the next while other groups were loud and unruly.
- Collaboration among students was evident/very evident in only 15% of all classrooms and not observed at all in 60% of classrooms.
- It was evident/very evident in 53% of classrooms that students knew classroom routines, behavioral expectations, and consequences. A rating of 2.4 on this indicator (F.5) ties it with indicator F.1 for the highest indicator in this group.

<b>G. Digital Learning</b>						
<b>Indicators</b>	<b>Average</b>	<b>Description</b>	<b>Not Observed</b>	<b>Partially Observed</b>	<b>Evident</b>	<b>Very Evident</b>
G.1	<b>1.3</b>	Uses digital tools/technology to gather, evaluate, and/or use information for learning	78%	16%	5%	0%
G.2	<b>1.2</b>	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	82%	18%	0%	0%
G.3	<b>1.3</b>	Uses digital tools/technology to communicate and work collaboratively for learning	80%	16%	2%	2%
<b>Overall rating on a 4 point scale:</b>		<b>1.2</b>				

### Digital Learning Environment Analysis

- While the amount of technology available to teachers and students was significant, the Digital Learning Environment received the lowest rating of any of the environments, 1.2 on a 4 point scale.
- Student use of digital tools/technology to gather, evaluate and/or use information for learning was not observed in 78% of classrooms. Student use of digital tools/technology to conduct research, solve problems, and/or create original works for learning was not observed in 82% of classrooms. Student use of digital tools/technology to communicate and work collaboratively was not observed in 80% of classrooms.

## Improvement Priorities

Indicator	Improvement Priority
1.1	Establish a process to regularly and formally review, revise, and communicate the school's mission and purpose that includes active participation from a broad range of stakeholders including parents and students.
Rationale	

Stakeholder interviews, document and artifact review:

- In surveys, 61.38% of parents agree or strongly agree with the statement, “Our school’s purpose statement is formally reviewed and revised with involvement from parents,” suggesting that a significant number of parents disagree or are ambivalent to parent involvement in the development of the school’s mission and purpose statement.
- Stakeholder interviews and related artifacts suggest that parents and students did not play an active role in the process of developing the school’s mission/purpose statement.
- The school’s Self-Assessment Report, stakeholder surveys, and numerous artifacts reveal that there is no formal process in place for reviewing and revising the school’s purpose statement.

Indicator	Improvement Priority
1.2	Commit to a culture that (1) is based on shared values and beliefs about teaching and learning; (2) supports challenging, equitable educational programs; and, (3) provides learning experiences for all students that include achievement of learning, thinking, and life skills.
Rationale	

Student Performance Data:

Table A summarizes Stuart Middle School’s 2011-12 and 2012-13 performance levels in reading, mathematics, science, social studies, writing, and language mechanics.

**TABLE A**

	Percent Novice & Apprentice			Percent Proficient and Distinguished	
	2011-2012	2012-2013	Difference	2011-2012	2012-2013
Reading	79.7%	74.2%	-5.5%	20.3%	25.8%
Mathematics	88.1%	82.9%	-5.2%	12.0%	17.1%
Science	72.3%	71.1%	-1.2%	27.8%	28.9%
Social Studies	74.2%	68.3%	-5.9%	25.8%	31.8%
Writing	85.7%	81.1%	-4.6%	14.4%	18.8%
Language Mechanics	84.9%	81.6%	-3.3%	15.1%	18.4%

Table B provides information about Stuart Middle School's delivery targets in reading, mathematics, science, social studies, and writing.

**TABLE B**

	Percent Proficient/ Distinguished			Met Target?
	2011-2012	2012-2013	Target	
<b>Reading</b>	20.5%	25.1%	28.5%	No
<b>Mathematics</b>	11.9%	16.8%	20.7%	No
<b>Science</b>	27.3%	27.4%	34.6%	No
<b>Social Studies</b>	26.7%	32.5%	34.0%	No
<b>Writing</b>	14.1%	18.7%	22.7%	No

- The data provide a mixed message for Stuart Middle School stakeholders. Clearly, the decrease in students scoring at Novice/Apprentice levels and the corresponding increase in students scoring at Proficient/Distinguished levels in every tested area on the most recent state assessment is good news. On the other hand, the fact that none of the delivery targets were met underscores the need to create a greater sense of urgency among all stakeholders.
- Of particular concern are the math and writing scores, in which more than 4 out of every 5 students continue to perform at Novice or Apprentice levels. The high turnover rate among the faculty as well as the alternative certification held by the majority of teachers hired thus far during the 2013-14 school year only exacerbates this concern.

#### Classroom Observation Data:

- Classroom observations indicate that instructional practices rarely include active student engagement (evident in 27% of classrooms), a focus on higher-order thinking (evident /very evident in 22% of classrooms), and the application of knowledge and skills (evident or very evident in 28% of classrooms).
- The connection between the school's formal statement of purpose and direction and classroom activities is limited. Using the Effective Learning Environment Observation Tool (ELEOT), the school received overall ratings of 1.9 in Equitable Learning, 1.9 in Active Learning, 1.7 in High Expectations, and 2.0 in Supportive Learning (using a 4 point scale). These ratings indicate a disconnect between the stated purpose of giving every child, every opportunity, every day to be successful and actual teaching and learning at the school. Additionally, observations revealed that differentiated learning experiences were not observed in classrooms 61% of the time.
- Instances in which students were actively engaged in collaboration, problem-solving, and higher-order thinking questioning and activities were very limited. For example, it was evident/very evident that students were engaged in rigorous coursework, discussions, and/or tasks in only 13% of classrooms. Observers did not see evidence of technology being used to conduct research, solve problems, or the use technology for learning in 82% of classrooms.

- There was little evidence of student centered programs, services, and approaches such as a coherent system of tiered interventions, consistent use of standards-based instruction practices, personalization of learning, or differentiation.

Stakeholder Survey Data:

- 98.18% of the staff and 71.73% of parents agree or strongly agree with the statement, “Our school’s purpose statement is clearly focused on student success.”

Student Interviews:

- Some students interviewed indicated that they are not challenged and their workload is easy. Several reported they are allowed to talk and have “free time” in many classes.

Indicator	Improvement Priority
2.4	<b>Evaluate the effectiveness of current systems and processes used by the school leaders and staff to align their decisions and actions toward continuous improvement to achieve the school’s purpose. Use the results of this evaluation to improve stakeholder communication and engagement in shaping decisions, providing feedback to school leaders, working collaboratively on school improvement efforts, and allowing stakeholders to serve in meaningful leadership roles.</b>
Rationale	

Student Performance Data:

- Student performance data is well below state and district averages and has not improved significantly in the last two years. While the principal expressed a desire to improve performance and learning conditions in her presentation and interview, that sense of urgency does not seem to be shared by all stakeholders.
- The state accountability index improved from 31.8 in 2012 to 36.3 in 2013. Growth data from 2011-2012 and 2012-2013 School Report Cards show a 3.7% increase in reading and a 13.6% increase in math. However, the reading growth rate was 5.9% below the district rate and 11.1% below the state rate. The math growth rate was 3.9% below the district rate and 6.5% below the state rate. These results are not reflective of a well-planned, well-executed continuous improvement process that has buy-in from all stakeholders.

Stakeholder Survey Data:

- 63% of the parents agreed or strongly agreed that the “school provides opportunities for stakeholders to be involved in the school.”
- 73.8% of the staff agreed or strongly agreed that the “school ensures that all staff members monitor and report the achievement of school goals.”

Documents and artifacts:

- Council minutes reflect that when student assessment reports are provided to the council, action centers mostly on reporting with limited evidence that the reports actually inform council decisions. It is not evident that the SBDM Council has implemented a comprehensive and ongoing school improvement plan with fidelity, monitored its impact on student learning, and made adjustments as necessary.

Indicator	Improvement Priority
3.1	Ensure that all students are appropriately challenged through the use of differentiated instruction that supports achievement of learning expectations.
Rationale	

Student Performance Data:

- 2012-13 K-PREP scores indicate high numbers of students are not proficient:
  - 74.2% scored Novice/Apprentice in reading
  - 82.9% scored Novice/Apprentice in math
  - 71.1% scored Novice/Apprentice in science
  - 68.3% scored Novice/Apprentice in social studies
  - 76.6% scored Novice/Apprentice in 6<sup>th</sup> grade writing
  - 85.5% scored Novice/Apprentice in 8<sup>th</sup> grade writing

Classroom Observation Data:

- It was evident/very evident that students were engaged in rigorous courses, discussions, and/or tasks in 13% of classrooms.
- It was evident/very evident that students were asked or quizzed about their progress/learning in 33% of classrooms.
- It evident/very evident that students had differentiated learning opportunities and activities to meet their individual needs in 20% of classrooms.

Stakeholder Survey Data:

- 78.72% of staff agree or strongly agree with the statement, "In our school challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills," indicating that the majority of staff is satisfied with the level of challenging curriculum and learning experiences provided for all students.
- 69% of students agree or strongly agree with the statement, "My school provides me with challenging curriculum and learning experiences," indicating that the majority of students are satisfied with the level of challenging curriculum and learning experiences.



Stakeholder interviews, document and artifact review:

- Student interviews indicated that the curriculum, instruction, classwork, and assessment are not rigorous.
- The fall 2013 NWEA MAP universal screener data indicate a low percentage of students on grade level in reading and math. 16.7% of students were on grade level in reading and 14% of students were on grade level in math. School documents and leadership interviews indicate that ensuring instructional best practices have not been a priority, although this situation is improving due to the recent work of PLCs. 6.18% of incoming 6<sup>th</sup> graders were on grade level in math on the fall MAP.
- 2013 EXPLORE scores indicate students are not prepared for the next level and are not achieving at levels that will ensure college and career readiness. 37% of students met EXPLORE benchmarks in English, 15.5% met benchmarks in reading, 10% met benchmarks in math, and 6% met benchmarks in science.

Indicator	Improvement Priority
3.2	<b>Design and implement more effective policies and practices that will ensure the curriculum is monitored and adjusted in response to data from multiple assessments of student learning and an examination of professional practice. Ensure vertical and horizontal curriculum alignment and alignment with the school's goals for achievement and instruction and statement of purpose.</b>
Rationale	

Student Performance Data:

- Student performance data does not suggest that the school has established effective practices for systematically monitoring and adjusting curriculum in response to data.
- 2012-13 K-PREP scores indicate high numbers of students are not proficient:
  - 74.2% scored Novice/Apprentice in reading
  - 82.9% scored Novice/Apprentice in math
  - 71.1% scored Novice/Apprentice in science
  - 68.3% scored Novice/Apprentice in social studies
  - 76.6% scored Novice/Apprentice in 6<sup>th</sup> grade writing
  - 85.5% scored Novice/Apprentice in 8<sup>th</sup> grade writing
- EXPLORE scores indicate students are not prepared for the next level and are not achieving at levels that will ensure college and career readiness. 37% of students met EXPLORE benchmarks in English, 15.5% met benchmarks in reading, 10% met benchmarks in math, and 6% met benchmarks in science.

Classroom Observation Data:

- Classroom observations indicate that the curriculum is not monitored or adjusted to meet student learning needs. For example:
  - It evident/very evident that students understood how their work was assessed in 16% of classrooms.
  - Students responded to teacher feedback to improve their understanding in 18% of classrooms.
  - Differentiated learning opportunities and activities to meet individual student needs were observed in 20% of classrooms.

Stakeholder Survey Data:

- 69% of students agreed/strongly agreed that the school provides a challenging curriculum and learning experiences.
- 85% of staff agree or strongly agree with the statement, “all teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice,” indicating that the majority of staff agree with this statement.

Stakeholder interviews, document and artifact review:

- Interviews, documents, and artifacts indicate that abundant data are available to the school. However, there is little evidence to support the analysis of that data by school personnel to effectively inform instruction or respond to the individual learning needs of all students. The data have not been effectively analyzed to create effective intervention systems to ensure student learning at high levels.

Indicator	Improvement Priority
3.3	<b>Design and implement new practices and processes that ensure teachers engage students in their learning through the use of instructional strategies such as personalization of learning, authentic use of technology, student collaboration, development of critical thinking skills, etc. Monitor and evaluate implementation of these strategies and the extent to which they have been effective in more authentically engaging students in their learning and improving performance.</b>
Rationale	

Student Performance Data:

- 2012-13 K-PREP scores indicate high numbers of students are not proficient:
  - 74.2% scored Novice/Apprentice in reading
  - 82.9% scored Novice/Apprentice in math
  - 71.1% scored Novice/Apprentice in science
  - 68.3% scored Novice/Apprentice in social studies
  - 76.6% scored Novice/Apprentice in 6th grade writing
  - 85.5% scored Novice/Apprentice in 8th grade writing

Classroom Observation Data:

- Classroom observation data indicates students had several opportunities to engage in discussions with teacher and other students in 24% of classrooms.
- Active engagement in learning activities was evident in 27% of classrooms.

Stakeholder interviews, document and artifact review:

- The fall 2013 NWEA MAP universal screener data indicate a low percentage of students on grade level in reading and math. 16.7% of students were on grade level in reading and 14% of students were on grade level in math. 6.18% of incoming 6<sup>th</sup> graders were on grade level in math on the fall MAP.
- School documents and leadership interviews indicate that ensuring instructional best practices has not been a priority, although this situation is improving due to the recent work of the PLCs. Student interviews indicated that the curriculum, instruction, classwork and assessment are not rigorous.

Other pertinent information:

- 2013 EXPLORE scores indicate students are not prepared for the next level and are not achieving at levels that will ensure college and career readiness. 37% of students met EXPLORE benchmarks in English, 15.5% met benchmarks in reading, 10% met benchmarks in math, and 6% met benchmarks in science.

Indicator	Improvement Priority
3.6	<b>Implement a school-wide instructional process that clearly informs students of learning expectations and standards of performance, uses exemplars to further guide and inform students of learning targets, uses formative assessments to inform the ongoing modification of instruction, and ensure that students are provided with specific and immediate feedback about their learning.</b>
Rationale	

Student Performance Data

- 2012-13 K-PREP scores indicate high numbers of students are not proficient:
  - 74.2% scored Novice/Apprentice in reading
  - 82.9% scored Novice/Apprentice in math
  - 71.1% scored Novice/Apprentice in science
  - 68.3% scored Novice/Apprentice in social studies
  - 76.6% scored Novice/Apprentice in 6th grade writing
  - 85.5% scored Novice/Apprentice in 8th grade writing

Classroom Observation Data:

- Exemplars of high quality work were evident or very evident in 9% of classrooms.

- Students demonstrated understanding of the lesson or content in 28% of classrooms.
- Students responded to teacher feedback to improve understanding in 18% of classrooms.

Stakeholder Survey Data:

- 74.5% of teachers agree with the statement, “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.” However, assessment data and classroom observations do not show improved levels of student achievement as a result of these strategies and interventions.

Stakeholder interviews, document and artifact review:

- The fall 2013 NWEA MAP universal screener data indicate a low percentage of students on grade level in reading and math. 16.7% of students were on grade level in reading and 14% of students were on grade level in math. 6.18% of incoming 6<sup>th</sup> graders were on grade level in math on the fall MAP.
- School documents and leadership interviews indicate that ensuring instructional best practices has not been a priority, although this situation is improving due to the recent work of the PLCs. Student interviews indicated that the curriculum, instruction, classwork and assessment are not rigorous or engaging.

Other pertinent information:

- 2013 EXPLORE scores indicate students are not prepared for the next level and are not achieving at levels that will ensure college and career readiness. 37% of students met EXPLORE benchmarks in English, 15.5% met benchmarks in reading, 10% met benchmarks in math, and 6% met benchmarks in science.

Indicator	Improvement Priority
3.8	<b>Engage in a process to examine the effectiveness of current practices, culture, policies, surrounding family engagement and communication. Use the results of this examination to shape school culture and develop new strategies and approaches that yield more meaningful engagement of families in their children’s education.</b>
Rationale	

Stakeholder Survey Data:

- 63% of parents agree or strongly agree with the statement, “All of my child’s teachers help me to understand my child’s progress.”
- 73% of students agree or strongly agree with the statement, “All of my teachers keep my family informed of my academic progress.”
- 62% of the staff agree or strongly agree with the statement, “All school personnel regularly engage families in their children’s learning progress.”

Stakeholder interviews, document and artifact review:

- Interviews and documentation indicate that while efforts are consistently made to increase parent involvement, these efforts have not been effective in engaging most parents in their students' learning. Student interviews indicate many do not feel that they have an adult who advocates for their individual needs.
- The Self-Assessment rates this indicator as a 2 and states that programs that engage families in the children's education are available. Nevertheless, school leadership reports that this availability has not translated into significant increases in parental involvement.
- The leadership addendum states, "Although Stuart has implemented several strategies and activities to increase parent involvement, there has been little improvement in regard to increasing parental involvement. Stuart has implemented the Remind 101 system as a way of informing parents of activities, events, and important information. Parents have been invited to serve on SBDM committees, but we have only had seven parents sign up. Members of the ILT attended the Missing Piece training sessions. During this training the committee created a plan for increasing parental involvement."

Indicator	Improvement Priority
3.12	<b>Systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency providing and coordinating the full use of all available learning support services.</b>
Rationale	

Student Performance Data:

- The heavy reliance on whole group, teacher-centered instruction as opposed to the use of some differentiated instruction may be a contributing factor to the school's lower than average growth rates in comparison with academic peers across the district and state. The 2013 School Report indicates that the school's reading growth rate was 5.9% below the district and 11.1% below the state. The school's math growth rate was 3.9% below the district and 6.5% below the state.

Classroom Observation Data:

- It evident/very evident that students had ongoing opportunities to learn about their own and other's backgrounds/cultures/differences in 9% of classrooms.
- Students were provided with differentiated learning opportunities and activities that met their individual needs in 20% of classrooms.
- It evident/very evident that students were asked and/or quizzed about individual progress or learning in 33% of classrooms.

Stakeholder Survey Data:

- 87.24% of teachers felt that all staff members use student data to address the unique learning needs of all students.
- Student survey data indicated that 67% feel the school provides learning services for them according to their needs.
- 75% of students agree or strongly agree that “a variety of resources are available to help [students] succeed (e.g., teaching staff, technology, media center).”

Stakeholder interviews, document and artifact review:

- Interviews and documentation indicate that data is reviewed and results in some re-teaching and placement of students in intervention classes. However, re-teaching is for all students in the class and is not focused on individual student need. Data is not analyzed systematically at the individual student level.
- The fall NWEA MAP universal screener data indicates a low percentage of students on grade level in reading and math. 16.7% of students were on grade level in reading and 14% of students were on grade level in math.
- School documents and leadership interviews indicate that ensuring instructional best practices has not been a priority, although this situation is improving due to the recent work of the PLCs. Student interviews indicated that the curriculum, instruction, classwork, and assessments are not rigorous or engaging.

Other pertinent information:

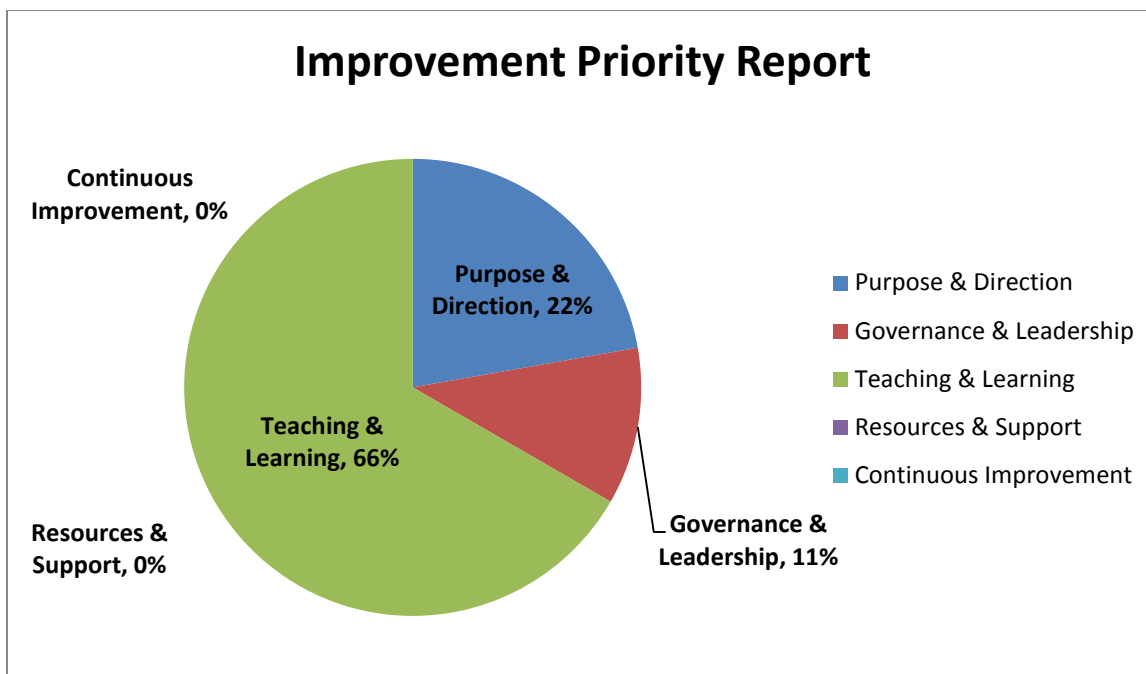
- 2013 EXPLORE Scores indicate students are not prepared for the next level and are not achieving at levels that will ensure college and career readiness. 37% of students met EXPLORE benchmarks in English, 15.5% met benchmarks in reading, 10% met benchmarks in math, and 6% met benchmarks in science.

## Part III: Addenda

Indicator Assessment Report		
<i>Indicator</i>	<i>School Rating</i>	<i>Review Team Rating</i>
1.1	1	1
1.2	2	1
1.3	2	2
2.1	3	2
2.2	3	2
2.3	3	3
2.4	3	1
2.5	2	2
2.6	3	2
3.1	3	1
3.2	2	1
3.3	2	1
3.4	3	2
3.5	2	2
3.6	2	1
3.7	2	2
3.8	2	1
3.9	2	2
3.10	2	2
3.11	2	2
3.12	2	1
4.1	2	2
4.2	2	3
4.3	2	2
4.4	2	2
4.5	2	3
4.6	2	2
4.7	3	3
5.1	2	2
5.2	2	2
5.3	2	2
5.4	2	2
5.5	2	2

## Diagnostic Review Visuals

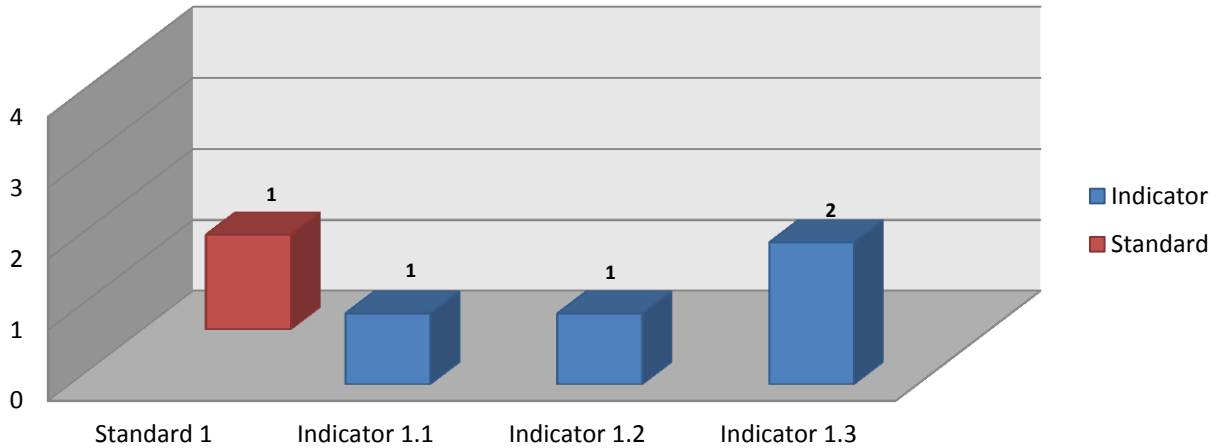
Percentage of Standards identified as  
Improvement Priorities



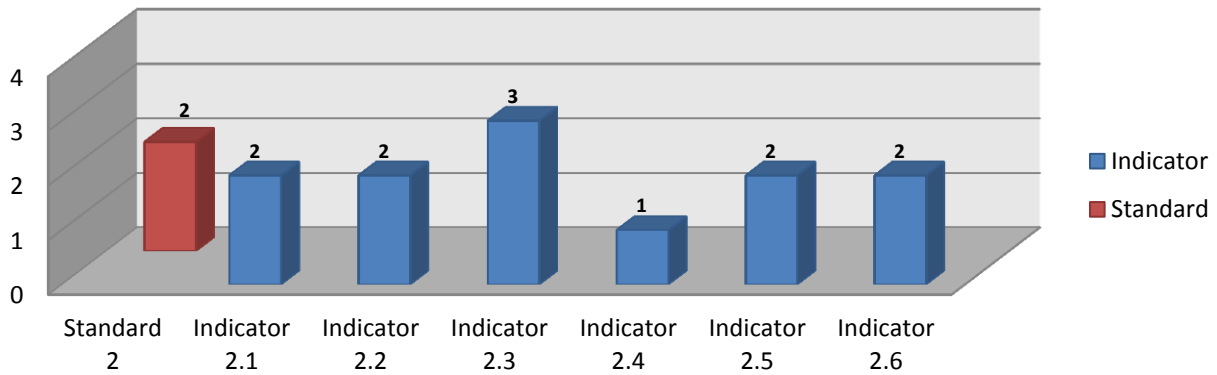


Average ratings for each  
Standard and its Indicators

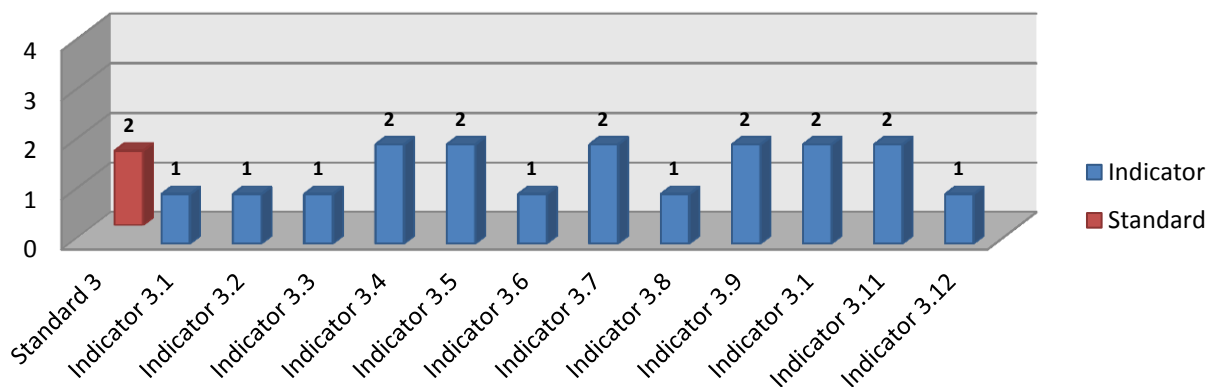
### Standard 1: Purpose and Direction



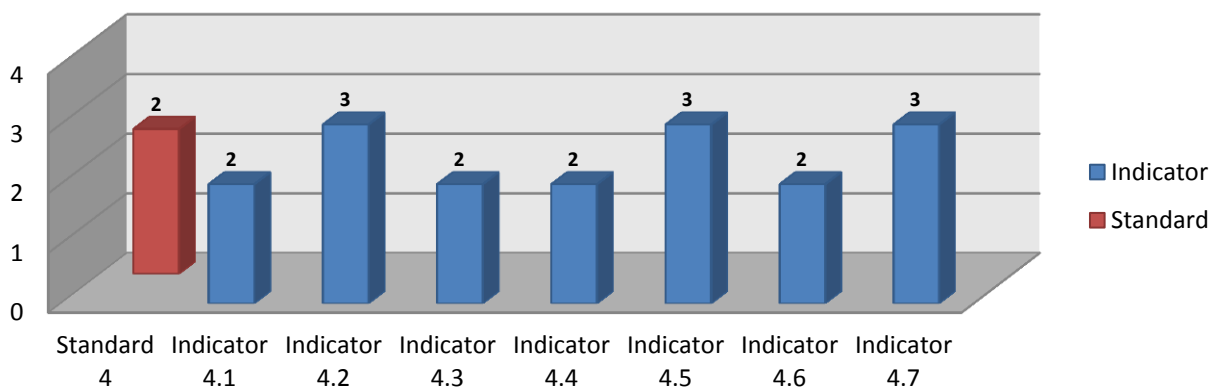
### Standard 2: Governance and Leadership



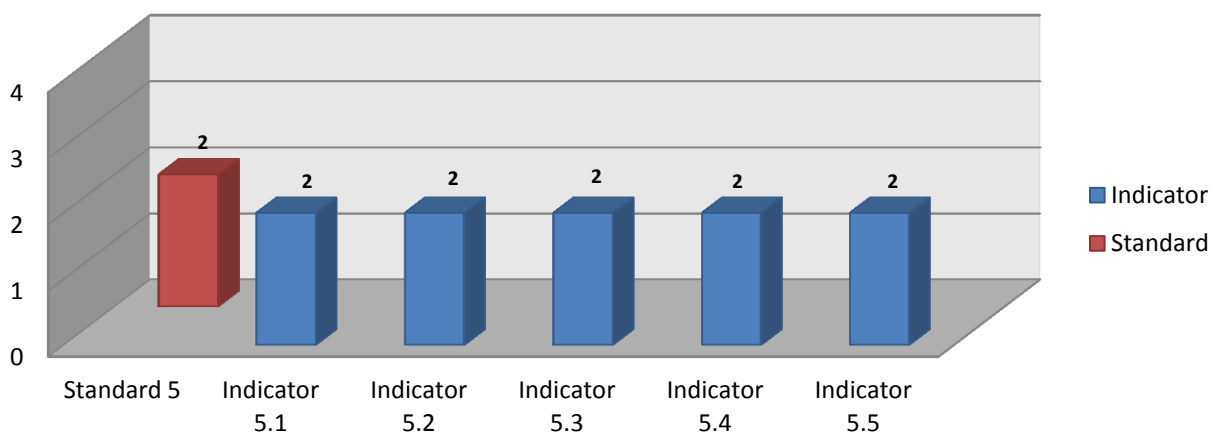
### Standard 3: Teaching and Learning



### Standard 4: Resources and Support



## Standard 5: Continuous Improvement



## 2014 Leadership Assessment Addendum

The purpose of this addendum is to provide feedback on progress made in addressing identified deficiencies in the 2011-2012 Leadership Assessment Report for Stuart Middle School.

Deficiency 1: The principal has not empowered all teachers as important decision-makers.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X		This deficiency has been addressed satisfactorily.
	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School evidence:

- Team leaders
- Department chairs
- Instructional Leadership Team (ILT)
- SBDM (School Based Decision Making Council)
- PLCs (Professional Learning Communities)
- Grade level planning
- Ad-hoc committee (budget, interview, etc.)
- Extended School Services (ESS)
- Tracking failures and successes of students
- Deficiency notices sent to students in danger of failing
- Plan-Do-Study-Act (PDSA) cycle for Instructional Leadership Team (ILT)
- All teachers have signed up to serve on a committee
- 12 additional teachers were identified and participate on Leveraging Adolescent Literacy and Learning Initiative (LALLI) committee

School comments:

All teachers are a member of a SBDM committee. Each committee has elected a chairperson and recorder, and decided on a way to ensure consistency and committee norms. All team leaders and department chairs are part of the Instructional Leadership Team. The ILT has developed a mission statement and is using the PDSA format to guide the work of the committee. The SBDM has all role groups represented. All committees meet monthly.

Team evidence:

- 2012 Leadership Assessment
- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- AdvancED Stakeholder Survey data
- Stakeholder interviews
- Review of documents and artifacts
- SBDMC Policies/Agendas/Minutes
- TELL Survey Results
- Student Performance Data

Team comments:

- The current leadership is in the early developmental process of empowering all teachers as important decision makers in intentional ways, such as being a member of a SBDM committee with roles and responsibilities that represent the initial components of a functioning team. The SBDM committees have not yet set a clear mission and vision for roles and responsibilities or how the committees will be monitored for effectiveness and impact on student achievement.
- Current leadership has intentionally ensured that all team leaders and department chairs are part of the Instructional Leadership team, developed a mission statement, and adopted the Plan-Do-Study-Act (PDSA) format to guide the work of the committee. All role groups are represented on SBDM and committees are expected to meet monthly. These initiatives are in the early stages of development, planning, and meeting with purposeful and measurable goals that can be measured continuously for improvement and impact on overall student data performance and achievement.
- The current initiatives are not fully functioning at this time, but hold the potential to do so.

Deficiency 2: The principal has not ensured the existing behavioral management strategies are effectively implemented.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School evidence:

- CHAMPS school wide behavior program
- Teachers Addressing Behavior - TAB
- Monitoring hallway behaviors
- Opportunity Room (OR) – a place where students are taken for major discipline referrals (i.e. skipping, multiple TABs, major classroom disruptions, etc.)
- Observations
- Individual team behavior autonomy
- Principal/Assistant Principal monitor classrooms/hallways
- Positive Behavior Instructional Support System (PBISS) training for all staff members
- VITAL Team and Student Response Team are part of the structures for PBISS
- R and R small group behavior coaching sessions conducted by counselors
- Discipline consistency document developed by Assistant Principals

School comments:

- Stuart Instructional Leadership Team (ILT) and VITAL will review and revise the discipline plan developed by teams to develop a more consistent school wide discipline plan.
- Stuart ILT and VITAL will review and revise the TAB procedures so that they are more effective.
- The administrative team has developed a document describing consistent behavior expectations.
- The administrative team monitors the TABs received by students to provide interventions to recidivist students.
- Counselors meet weekly with students who have been identified through gathered behavior data to teach coping/behavior management strategies in small groups.

Team evidence:

- Self-Assessment
- Executive Summary
- Student performance data and School Report Cards
- Review of artifacts and documents provided by the school
- Student and staff survey data
- CSIP
- Stakeholder interviews
- Classroom observations
- 2012 Leadership Assessment
- Behavior data/documents

Team comments:

- The school's Self-Assessment states that this deficiency has been partially addressed. Teachers indicate the need for consistency in a school wide discipline plan. The school's suspension rate has decreased and current leadership is monitoring student behavior through TABs to assign interventions to students in attempt to support student needs. Observations, student, and teacher interviews revealed that behavioral management strategies and their effectiveness vary from classroom to classroom.
- Interviews of teachers and leadership indicated that the district is working to ensure an aligned Positive Behavioral Instructional Support System (PBISS) is in place in the district's Persistently Low Achieving schools. It was not evident that CHAMPS or PBISS behavioral programs were being implemented with fidelity.
- Leadership interviews and a review of artifacts and documents support an intentional focus on behavior management strategies. Leadership is in the early stages of developing, implementing, and monitoring a process for revision in which all staff implements behavior management with fidelity.
- A process for behavioral data is in place, but it is unclear how the data is systematically communicated with clear expectations for next steps.
- The Diagnostic Review Team expressed concern about a safe learning environment in some classrooms and hallways.

Deficiency 3: The principal has not ensured that instruction meets the learning needs of all students.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X		This deficiency has been partially addressed.
	X	There is little or no evidence of improvement with regard to this deficiency.

School evidence:

- Professional Development (PD)
- Faculty meetings
- Embedded PD
- Personal Professional Development
- Department meetings
- Evidence binders
- Common Planning Time
- Buddy system for teachers - Mentor/Mentee (M&M)
- Professional Learning Communities (PLC)
- Tuning Team (teams that analyze/item analysis of student data)
- Lesson Study
- Admin/Instructional Leadership weekly walkthrough(s)
- Instructional Leadership Team (ILT) Book study

School comments:

The administrative team has begun weekly walkthrough sessions. These occur on Tuesday, Wednesday and Thursday. A walkthrough instrument has been developed to ensure consistency and provide feedback to teachers. All teachers participate in tuning team sessions that focus on analyzing student assessments and work samples. Embedded professional development sessions occur monthly. Data from walkthroughs and teacher need surveys are used to determine PD topics. Teachers have participated in school-based or job-embedded sessions that focus on creating measureable learning targets that are congruent to the standards, increasing instructional rigor, differentiation, and developing common formative and summative assessments. Teachers participate in weekly PLC sessions. These sessions focus on analyzing data and developing next steps and unit plans.

Team evidence:

- 2012 Leadership Assessment
- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- AdvancED Stakeholder Survey data
- Stakeholder interviews
- Review of documents and artifacts
- SBDM Policies/Agendas/Minutes
- Student Performance Data
- Classroom Observations



Team comments:

- The current leadership is in the developmental and implementation stage of creating a walkthrough process that occurs three days per week.
- Leadership has created a walkthrough instrument to attempt to ensure consistency and provide feedback to teachers.
- While teachers are expected to participate in Tuning Team sessions that focus on analyzing student assessments and work samples, it is not evident what impact the current process has on adjusting professional practice and/or student achievement.
- Teachers have begun to participate in weekly PLC sessions and are expected to focus on analyzing data and developing next steps and unit plans, but current plans are in the infancy stage and not clearly formalized in specific, clear next steps. Intentional adjustments to instructional practice or to the current master schedule in order to meet the needs of all students have not occurred.
- The 2012-13 K-PREP scores indicate a significant number of students are scoring below proficiency:
  - 74.2% scored Novice/Apprentice in reading
  - 82.9% scored Novice/Apprentice in math
  - 71.1% scored Novice/Apprentice in science
  - 68.3% scored Novice/Apprentice in social studies
  - 76.6% scored Novice/Apprentice in 6th grade writing
  - 85.5% scored Novice/Apprentice in 8th grade writing
- The instructional time set aside for the implementation of the RAPS program (Respectful, Accountable, Powerful Spartans) appears to be a process that addresses behavioral interventions rather than a tiered intervention system to address academic needs. Classroom observations during RAPS demonstrated a wide variety of instruction taking place, from students working on homework to not participating in any specific activity.
- The curriculum and/or protocol teachers were expected to conduct during RAPS was unclear.
- Classroom observations ratings indicate that in 20% of classrooms students were provided with differentiated learning opportunities and activities that met their needs. Students had ongoing opportunities to learn about their own and others' backgrounds/cultures/ differences in 9% of classrooms. It evident/very evident that students had opportunities to revise/improve work based on feedback in 13% of classrooms.

Deficiency 4: The principal has not united parents as educational partners.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School evidence:

- Parent teacher conferences
- Spartan camp (activity for students)
- Youth Service Center (YSC) sponsored activities
- School Based Decision Making Council (SBDMC)
- PTSA (Parent Teacher School Association)
- Transportation
- School give away
- Open door policies
- GCIPL (Governors Commonwealth Institute for Parent Leadership)
- Parents invited to sign up to serve on committees (7 signed up)
- Remind 101 (text messaging updates and reminders to parents)
- Positive phone calls
- Parent involvement plan

School comments:

Although Stuart has implemented several strategies and activities to increase parent involvement, there has been little improvement. Stuart has implemented the Remind 101 system as a way of informing parents of activities, events, and important information. Parents have been invited to serve on SBDM committees, but we have only had seven parents sign up. Members of the ILT attended the Missing Piece training sessions. During this training the committee created a plan for increasing parental involvement.

Team evidence:

- 2012 Leadership Assessment
- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- AdvancED Stakeholder Survey data
- Stakeholder interviews
- Review of documents and artifacts
- SBDM Policies/Agendas/Minutes

Team comments:

- While the current leadership has created strategies and activities to increase parent involvement and the school agrees with the team that this deficiency has been partially addressed, the plan is in the early development stage.
- The school's consolidated school improvement plan has goals and strategies to continue efforts to address this deficiency.
- The school rated itself as a 1 for communicating school purpose and states that stakeholders are rarely asked for input regarding the purpose and direction of the school.
- Current leadership has implemented strategies such as Remind 101, a text messaging system to inform parents of important events and information of the school, but this attempt is in the early stage of development.
- The Instructional Leadership Team attended the Missing Piece training sessions and has created an early plan for increasing parental involvement, but the implementation of the plan is in its infancy and does not yet have a monitoring process in which to determine the impact of the plan once implementation is conducted with fidelity.
- Seven parents signed up to be on SBDM committees.

Deficiency 5: The principal and school council do not ensure teachers maximize data analysis for planning and decision-making.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School evidence:

- Data walls in all contents
- Proficiency exams
- Reading and math programs for low performing reading and math students
- Analysis of assessment results
- Evidence binders
- Professional Learning Communities (PLC) ,unit planning
- Plan-Do-Study-Act (PDSA), cycle for Professional Learning Communities (PLC)
- Tuning Teams (teams that analyze student assessments/item analysis of student data)
- Flashback analysis
- Plan-Do-Study-Act (PDSA) cycle of Instructional Leadership Team (ILT)
- Data analysis policy

School comments:

The administrative team is currently involved in a book study, *Leverage Leadership*, which focuses on data-driven instruction. The Instructional Leadership team is also completing a book study, *Teach Like a Champion*. The ILT and the PLC both use the PDSA cycle to ensure that results from data analysis are used to make instructional decisions.

Team evidence:

- 2012 Leadership Assessment
- Self-Assessment
- Executive Summary
- Previous KDE Leadership Assessment
- AdvancED Stakeholder Survey data
- Stakeholder interviews
- Review of documents and artifacts
- SBDM Policies/Agendas/Minutes
- Student Performance Data
- Measures of Academic Progress (MAP) data
- CASCADE (data system)

Team comments:

- A review of documents/artifacts and interviews reveals that data are collected, but it is not clear how that data informs instructional practice or influences adjustments to curriculum.
- Interviews do suggest that student data are presented/reported to the SBDM, but the expectations of next steps communicated by the council are unclear.
- PLCs are in the early stage of looking at and analyzing student data, but there is not an intentional process that informs instructional practice, tiered interventions, and/or adjustment to the master schedule in order to meet the individual needs of all students.
- The current leadership and the Instructional Leadership Team have adopted the Plan-Do-Study-Act process as a guide to ensure data analysis is used to make informed instructional decisions. However, the effort is not fully functioning as a cyclical process through which implementation can be evaluated for systematic and continuous improvement in student performance data.
- The degree to which the SBDM is monitoring the implementation and impact of the Instructional Leadership Team's Plan-Do-Study-Act process is not clearly documented or evidenced in minutes and agendas.
- The degree to which data analysis results are communicated to all stakeholders by the school leadership and SBDM is not evident.

## Diagnostic Review Team Schedule

### Stuart Middle School Diagnostic Review Team Schedule

**TUESDAY, January 28, 2014**

Time	Event	Where	Who
3:00 p.m.- 4:00 p.m.	Webinar  Overview of Diagnostic Review process, team norms, group assignments, preliminary schedule	Online	Team Members

**SUNDAY, February 9, 2014**

Time	Event	Where	Who
3:00 p.m.	Hotel Check-in		Diagnostic Review Team Members
4:00 p.m. -5:30 p.m.	Orientation and Planning Session	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. – 6:30 p.m.	Working Dinner	Hotel Conference Room	Diagnostic Review Team Members
6:30 p.m. – 9:30 p.m.	Team Work Session #1 Reviewing Internal Review documents and determining initial ratings all indicators, establishing points of inquiry and determining interview questions. Reviewing team assignments and schedules for the on-site review.	Hotel Conference Room	Diagnostic Review Team Members

**MONDAY, February 10, 2014**

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
Because of inclement weather, school was canceled in Jefferson County on Monday, February 10. Nevertheless, the principal did go to the school and requested her administrative team to come in so that the Standards Presentation and principal interview could be completed. Additionally, the associate superintendent for Stuart Middle School, her assistant, and the ER staff assigned to the school also agreed to come to the school for an interview.			
9:00 AM.	Team arrives at school	Stuart's Principal's Office	Diagnostic Review Team Members

Stuart Middle School  
Diagnostic Review Report

9:15 a.m – 10:00 a.m..	<p>Standards Presentation - Questions/topics to be addressed:</p> <ol style="list-style-type: none"> <li>1. Vision, i.e., where has the school come from, where is the school now, and where is the school trying to go from here?</li> </ol> <p><u>This presentation should specifically address the findings from the Leadership Assessment Report completed two years ago. It should point out the impact of school improvement initiatives begun as a result of the previous Leadership Assessment, and it should provide details and documentation as to how the school has improved student achievement as well as conditions that support learning.</u></p> <ol style="list-style-type: none"> <li>2. Overview of the School Self-Assessment - review and explanation of ratings, strengths and opportunities for improvement.</li> <li>3. How did the school and system ensure that the Internal Review process was carried out with integrity at the school level?</li> <li>4. What has the school and system done to evaluate, support, monitor and ensure improvement in student performance as well as conditions that support learning?</li> <li>5. What has been the result of school/system efforts at the school? What evidence can the school present to indicate that learning conditions and student achievement have improved?</li> </ol>	Work Room	All diagnostic review team members
10:00 – 10:15	Break	Work Room	Diagnostic Review Team Members
10:15 – 11:15	Principal Interview	Work Room	Diagnostic Review Team Members
11:15 – 11:45	Evaluation and Transition Coordinator Interview	Work Room	Diagnostic Review Team Members
11:45.-12:30	Assistant Superintendent for Academic Achievement K-12 Interview	Work Room	Diagnostic Review Team Members
12:30 – 1:15	Educational Recovery Director – Central Region Interview	Work Room	Diagnostic Review Team Members
1:15 – 1:45	Educational Recovery Specialist Interview	Work Room	Diagnostic Review Team Members

Stuart Middle School  
Diagnostic Review Report

1:45 – 2:15	Team Debriefing & Leave for Hotel	Work Room	Diagnostic Review Team Members
2:15 – 4:00	Lunch & Return to Hotel		Diagnostic Review Team Members
4:00 – 9:15 PM	Evening Work Session #2 <ul style="list-style-type: none"> <li>• Revise Day 2 schedule in light of no school on Day 1; focus on completion of all ELEOTs and interviews.</li> <li>• Identify additional questions for stakeholders</li> <li>• Review the process for the Leadership Addendum</li> <li>• Artifact review continues</li> </ul>	Hotel Conference Room	Diagnostic Review Team Members

**TUESDAY, February 11, 2014**

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Team arrives at school		Diagnostic Review Team Members
8:30 – 11:45	School and classroom observations and review of artifacts continue		Diagnostic Review Team members (working in pairs or as individuals)
11:45 a.m.-12:30 p.m.	Lunch as individual schedules allow		Diagnostic Review Team Members
12:30 -3:45 p.m.	School and classroom observations continue Artifacts review Complete interviews as necessary Observe Departmental Meetings		Diagnostic Review Team Members (working in pairs or as individuals)
3:45 – 6:00	Arrive at hotel, dinner, draft at least one Opportunity for Improvement in assigned Standard		
6:00 – 9:30 p.m.	Evening Work Session #3 <ul style="list-style-type: none"> <li>• Review findings from Tuesday</li> <li>• Team deliberations to determine or confirm indicator ratings</li> <li>• Discuss specific language or wording in all</li> </ul>	Hotel Conference Room	Diagnostic Review Team Members



	<p>Opportunities for Improvement and Improvement Priorities to ensure the team has reach consensus regarding these findings.</p> <ul style="list-style-type: none"> <li>• Tabulate Learning Environment ratings</li> </ul> <p>Team member discussion:</p> <ul style="list-style-type: none"> <li>• Themes that have emerged from an analysis of the standards and indicators, identification of Powerful Practices, Improvement Priorities.</li> <li>• Themes that emerged from the Learning Environment evaluation including a description of practices and programs that the institution indicated should be taking place compared to what the team actually observed. Give generic examples (if any) of poor practices and excellent practices observed. (Individual schools or teachers should not be identified.)</li> <li>• Review the Leadership Addendum and the plus/delta process that will be completed on Wednesday</li> </ul>		
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**Wednesday, February 12, 2014**

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Check out of hotel and departure for school	Hotel	Diagnostic Review Team Members
8:00 – 9:30 a.m.	Classroom observations and Interviews		Diagnostic Review Team Members (working in pairs or as individuals)
9:30 – 12:30	<p>Final Team Work Session</p> <p>Examine</p> <ul style="list-style-type: none"> <li>• Final ratings for standards and indicators</li> <li>• Powerful Practices (indicators rated at 4)</li> <li>• Opportunities for Improvement (indicators rated at 2)</li> <li>• Improvement Priorities (indicators rated at 1 or 2)</li> <li>• Summary overview for each standard</li> <li>• Learning Environment narrative</li> </ul>		Diagnostic Review Team Members

Stuart Middle School  
Diagnostic Review Report

	<ul style="list-style-type: none"> <li>Complete the Kentucky Leadership Assessment/Diagnostic Review Addendum</li> </ul>		
12:30 – 1:30	KDE Leadership Capacity Meeting		
2:30	<p>Exit Report with the principal</p> <p>The Exit Report will be a brief meeting for the Lead Evaluator and team members to express their appreciation for hosting the on-site review to the principal. All substantive information regarding the Diagnostic Review will be delivered to the principal and system leaders in a separate meeting to be scheduled later.</p> <p><u>The Exit Report will not be a time to discuss the team's findings, ratings, individual impressions of the school, make evaluative statements or share any information from the Diagnostic Review Team report.</u></p>		Lead Evaluators

## **About AdvancED**

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, along with the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (founded in 1917) joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 30,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students. The Northwest Accreditation Commission joined the AdvancED network in 2011.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI, NWAC, and SACS CASI share research-based accreditation standards that cross state, regional, national, and international boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.

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## School Diagnostic Review Summary Report

### Stuart Middle School

#### Jefferson County Public Schools

**2/09/2014 – 2/12/2014**

The members of the Stuart Middle School Diagnostic Review Team are grateful to the district and school leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Diagnostic Review Team has examined extensive evidence and arrived at the following recommendations:

**Principal Authority:**

The principal does have the ability to lead the intervention and should remain as principal of Stuart Middle School to continue her roles and responsibilities established in KRS 160.345.

**Council Authority:**

School council of Stuart Middle School does have the ability to continue its roles and responsibilities established in KRS 160.345.

I have reviewed the recommendations of the Diagnostic Review Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education

\_\_\_\_\_ Date: \_\_\_\_\_

I have received the diagnostic review report for Stuart Middle School.

Principal, Stuart Middle School

\_\_\_\_\_ Date: \_\_\_\_\_

Superintendent, Jefferson County Public Schools

\_\_\_\_\_ Date: \_\_\_\_\_